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ABSTRACT

"Access" is the successor to the Integrated Personnel Services Index (IPSI). Like its predecessor, it is basically an annotated bibliographic compilation of selected materials from available sources relevant to counseling and personnel work. In addition, "Access" contains a section which provides step-by-step search procedures to aid the user, and a section of topical analyses which present focused research reviews of literature annotated elsewhere in the volume. Materials selected for coverage in this issue were published or made available during the time period of January through June, 1971. (CJ)

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RESOURCES for the HELPING PROFESSIONS

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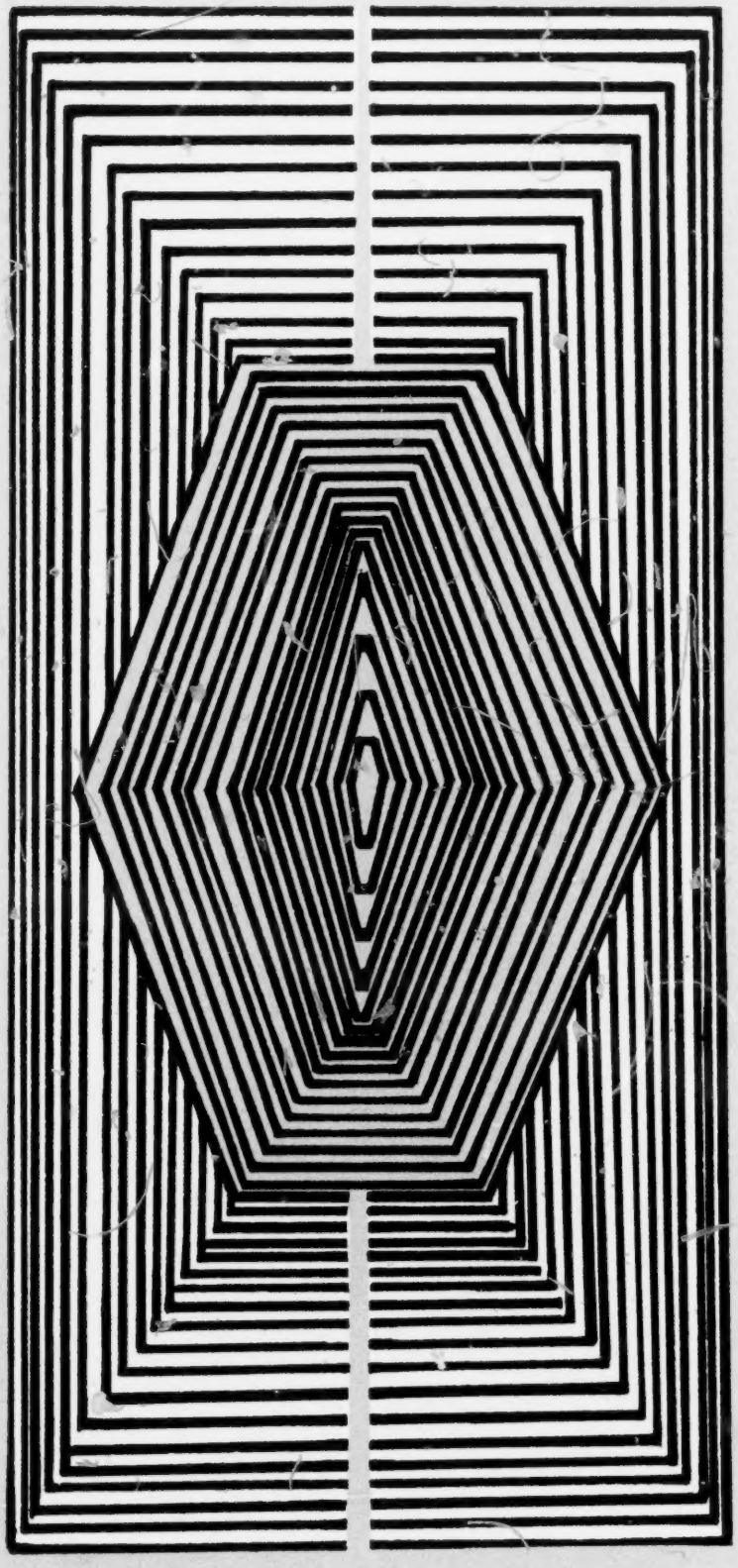

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INTRODUCTION

Where can I obtain information on drug abuse counseling? Do we have empirical evidence regarding the effect of different counseling procedures on student achievement? How can I be kept aware of the most recent developments in career planning? What are the innovative practices and programs in counseling and student services this year?

These questions and others like them are what Access is all about. Three years of experimentation and development with IPSI have enabled CAPS to produce an activist counselor information retrieval system. If kept within reach, Access can readily aid the counselor to: (1) conduct detailed searches in specific areas; (2) update his thinking about developments in special interest areas; (3) learn about the major research programs and developments--all without leaving his desk. How does this activity support his activist image? It does so by helping him save his time and energy for being active where it counts--in responding to students.

Access is a major research tool and has become an indispensable resource for involved counselors. If Access were a person, we would call him a giant. Because we are talking about a book and not a person we will say only that it contains more references to more subjects than any other counseling resource.

The proof is in the doing (or the using). Access is to be used to make you better informed, to make you more responsive and more comfortable by knowing that whatever problems are around the corner, Access can help.

We are especially pleased and proud that Access has acquired "instant grandparents" with the advent of its printing and marketing by the American Personnel and Guidance Association. Who could want a better family? CAPS will produce Access, but APGA will make it available at low cost to its extended family. That is, APGA will make Access more accessible! You can help us in the behavior modification of our precocious offspring (what other four-year-old knows so much?) if you will tell us where we have gone wrong or what we have done right. Access is, in the final analysis, as much your "baby" as it is ours, because without you, it would have had no chance for rebirth at all!

Garry Walz
Carol Jaslow

October 1971

How to Use Access through Mini-Searches

Access is one approach to "instant knowledgeability." It is designed as a readable resource tool which provides information in the area of personnel services that is both current and useful. The reader is enabled to join with the staff in working through several current counseling problems via "Mini-Searches," which will provide the key to easy utilization of Access. Once the reader knows how to search specific areas of concern, his attention is directed to the Topical Analyses section. This section features focused discussions of selected areas, chosen because of their perceived importance to those working in the helping professions. The topical analyses have been developed to bring to readers the highlights and significant documents related to some of the most current ideas and techniques being propounded in their particular areas of concern.

The analysis section acts as both a supplementary and complementary adjunct to the Main Entry Section, which is, in essence, a well-annotated, extensively cross-referenced bibliography of selected materials from available resources relevant to counseling and personnel work. Several "search aids" are interspersed within the Main Entry Section. They describe problems briefly and present the user with suggested descriptors under which to search for document information. In brief, Access is a complete and readable resource tool, capable of offering those in the helping professions the widest, yet most intensive, courage of materials recently made available.

. . .

Learning how to use Access is the name of the game. In this section, we will present a legitimate problem and work with you, step by step, to turn this problem into a set of possible solutions.

SEARCH #1:

You are a school counselor concerned with a changing school population caused by extensive boundary revisions. Your school will change from one which is mostly white and middle-class to one which is over 25 percent black and Puerto Rican. You realize your programs may not be adequate for the variety of needs in this mixed population. Where can you find help?

State the problem precisely:

A. Population – Let's narrow down the population group by classifying it: Blacks, Puerto Ricans. (If you expect it will also include lower class students, add Lower Class.)
B. Scope – Now, let's narrow the scope of our concern. Let us suppose our interest is in occupational exploration programs for those who will not be attending college. Stated in key words, the scope is: Occupational Exploration, Noncollege Attendance, Occupational Programs.

Now you are ready to use the Access Subject Index, which is alphabetically arranged by subject terms called "Descriptors." Let's follow the search.

A. Check the terms that define the population:
Blacks – Under this term, note the suggestion to "Use Negroes, Negro Students." Use the latter, since it is narrower.

Puerto Ricans – You will not find this term, nor will you find a suggested term. Think of a somewhat broader term such as "cultural groups," "minority groups," or "ethnic groups." A search of these will reveal that the latter two are Access Descriptors.
Lower Class – You will be referred to Socioeconomic Status.

You now have the following Descriptors:
Negro Students
Minority Groups
Ethnic Groups
Socioeconomic Status

B. Now check the terms that define the problem: Occupational Exploration – Two terms are suggested, of which Occupational Guidance appears best for this particular problem.
Noncollege Attendance – This is not a listed or a suggested term, but you will note that there is a term, Noncollege Preparatory Students. (Terms closely associated by spelling are not given special reference.)
Occupational Programs – This is not an Access term.

What else comes to mind? Let's make a list and search:

Vocational Programs (Not there)
Vocational Counseling (Okay)
Counseling Programs (Okay)
Occupational Training (It says, "Use Vocational Education.")

We now have a complete set of Access Descriptors to describe our total area of concern:

Negro Students
Minority Groups
Ethnic Groups
Socioeconomic Status
Occupational Guidance
Noncollege Preparatory Students
Vocational Counseling
Counseling Programs
Vocational Education

We might choose, at this point, to narrow our list still further. If our students are lower class students, we might combine the entire population group into a single term which comes to mind from familiarity with the vocabulary of the field: Disadvantaged Youth. Now our list of Descriptors (ready for searching) reads:

Population:	Disadvantaged Youth
	Noncollege Preparatory Students
Scope:	Occupational Guidance
	Vocational Counseling

Referring to these Descriptors in the Subject Index, we can copy the numbers of each entry and look them up in the Main Entry Section. Some of the pertinent documents actually contained in the Main Entry Section of this volume are as follows:

Baugh, Douglas S., and Martin, William E. TOTAL CAREER CAPABILITY FOR ALL. A CAREER-DEVELOPMENT PROGRAM MODEL. #24

Bluhm, Harry P. THE EMPLOYMENT COUNSELOR AS A VOCATIONAL COUNSELOR. #35

Brinkman, Fred J. ANALYSIS OF THE CHARACTERISTICS OF SELECTED VOCATIONAL STUDENTS WITH IMPLICATIONS FOR GUIDANCE AND COUNSELING. #613

Crum, D. Dwight. IMPLICATIONS FOR PLANNING VOCATIONAL EDUCATION RESOURCES. #1200

Ganschow, Laurie H., and Others. STIMULATING EDUCATIONAL INFORMATION-SEEKING AND CHANGES IN STUDENT ATTITUDES TOWARD VOCATIONAL EDUCATION BY VIDEOTAPE AND FILM PRESENTATIONS. FINAL REPORT. #146

Hoppock, Robert, and Novick, Bernard. THE OCCUPATIONAL INFORMATION CONSULTANT: A NEW PROFESSION? #1250

Youst, David B. A COMPREHENSIVE MICRO-IMAGE FILE FOR OCCUPATIONAL INFORMATION. $467

SEARCH #2:

Just for good measure, let's look briefly at another sample problem. Assume you are a counselor or school nurse at either the elementary, secondary, or college level. You are concerned about drug usage among your students and wish to inaugurate a program of drug education, but have no idea how to begin. You want to know what others have been doing in the area.

State the problem precisely:

A. Population – Elementary School (or Junior High School or High School or College)
B. Scope – Drug Use, Drug Education

A search of Access reveals the following Descriptors:

Population:	Elementary School Students
	Junior High School Students
	High School Students
	College Students
Scope:	Health Education
	Drug Abuse

The most obvious term under which we are likely to find materials on drugs is Drug Abuse. Let's start there and check the entry numbers listed under that Descriptor. Seek out the annotations in the Main Entry Section, taking note of those pertaining to your population group. Some documents of interest in this area are:

Conte, Anthony E., and Mason, Eugene R. DRUG ABUSE: A CHALLENGE FOR EDUCATION. #75

Fox, Twilah A.; and Others. DEVELOPMENT OF A DRUG REHABILITATION CENTER OR MISTAKES WE HAVE MADE. #137

Gelinas, Mary V. CLASSROOM DRUG SCENE. #1290

Herzog, Elizabeth; and Others. YOUTH REPORTERS DISCUSS "PROBLEM" DRUGS. #192

Pyle, Robert L. EFFECT OF THE GROSSMONT DISTRICT DRUG POLICY ON ATTITUDINAL AND OVERT RESPONSE OF SECONDARY STUDENTS. #937

Swisher, John D., and Crawford, James L. AN EVALUATION OF A SHORT TERM DRUG EDUCATION PROGRAM. #1693

SUMMARY:

1. State your problem precisely and narrowly; define population and scope.
2. List key words and check the Subject Index to ascertain if they are Access Descriptors.
3. Search under the narrowest terms, since that is the preferred method of indexing the materials.
4. Copy entry numbers from the Subject Index. Look up each entry in the Main Entry Section where complete bibliographical information and an annotation are presented.

How to Obtain Access Materials

Since Access is, in essence, a stepping-stone in your search for materials, we have attempted to give availability for all materials which are listed. In most cases it is possible to obtain a personal copy of the title listed. The sources fall into four groupings – the same as the four divisions of the Main Entry Section. They are as follows:

ERIC Documents

References in this publication that have an ED (ERIC Document) number given may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, the following information must be furnished.

The ED number of the document.
The type of reproduction desired – photo copy (HC) or microfiche (MF).
The number of copies being ordered.

All orders must be in writing. Payment must accompany orders under $10.00. Residents of Illinois and Maryland should pay the appropriate sales tax or include a tax exemption certificate. There is no handling charge. Book Rate or Library Rate postage is included in the price. The difference between Book Rate or Library Rate and first class or foreign (outside the continental U.S.) postage rate will be billed at cost.

Doctoral Dissertations

All dissertations which are listed in Access have been drawn from Dissertations Abstracts, a publication of University Microfilms. They are available on microfilm at $4.00 per dissertation or on bound photo copy at $10.00 per dissertation from University Microfilms. Shipping rates are as follows:

		Single Copy
Parcel Post	MF	25¢
	X	60¢
Special Delivery	MF	60¢
	X	80¢

To order, give the following information:

1) Order number (precedes author's name in the listing)
2) Author's last name and initials
3) Type of copy desired (35 mm positive microfilm, or soft- or hard-bound xerographic copies)
4) Your name and address (list separately for billing and shipping, if they are different.

Send your order, with payment, to University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106.

Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

Books

Books are available through libraries and private collections only. Publisher information is given.

Access Coverage

All materials selected for coverage in Access are drawn from the general scope of known sources and are screened for relevance and quality. However, as a regular procedure, selection is made from the following sources.

ERIC Documents are drawn from the Central ERIC publication, Research in Education

Doctoral Dissertations are selected from Dissertation Abstracts in the areas of education, health sciences, psychology, social psychology, social work, and sociology.

Books are selected from publishers' notices and listings, and book reviews.

Journal articles are taken from the following journals. Some have comprehensive coverage; others have been covered selectively. The following is a list of the journals covered in this of Access.

Adolescence
American Association of University Professors Bulletin
American College Testing Research Reports
American Education
American Educational Research Journal
American Journal of Orthopsychiatry
American Journal of Sociology
American Psychologist
American School Board Journal
American School and University
American Vocational Journal
Black Scholar
Bulletin of National Association of Secondary School Principals
California Personnel and Guidance Association Journal
Candian Counselor
Change in Higher Education
Child Development
Child Welfare
Children
College and University Business
College Board Review
College of Education Record (University of North Dakota)
College Student Survey
College and University
Community Mental Health Journal
Compact
Counseling Psychologist
Counselor Education and Supervision
Developmental Psychology
Education and Urban Society
Educational Broadcasting Review
Educational Product Report
Educational and Psychological Measurement
Educational Technology
Elementary School Counselor
Elementary School Guidance and Counseling
Elementary School Journal
Facility: Journal of Professional Counselors Association
Family Coordinator
Florida Schools
Forecast for Home Economics
Harvard Educational Review
Hospital and Community Psychiatry
Improving College and University Teaching
Journal of American College Health Association
Journal of Applied Behavioral Science
Journal of Applied Rehabilitation Counseling
Journal of Behavior Therapy and Experimental Psychiatry
Journal of Chemical Education
Journal of College Placement
Journal of College Student Personnel
Journal of Consulting and Clinical Psychology

Journal of Council of Associations of University Student Personnel Services
Journal of Cross-Cultural Psychology
Journal of Educational Measurement
Journal of Educational Psychology
Journal of Employment Counseling
Journal of Experimental Education
Journal of Genetic Psychology
Journal of Higher Education
Journal of Human Resources
Journal of Industrial Teacher Education
Journal of International Association of Pupil Personnel Workers
Journal of Marriage and the Family
Journal of National Association of College Admissions Counselors
Journal of National Association of Women Deans and Counselors
Journal of Psychology
Journal of School Health
Journal of School Psychology
Journal of Sex Research
Journal of Social Psychology
Journal of Student Personnel Association for Teacher Education
Journal of Vocational Behavior
Junior College Journal
Man/Society/Technology – A Journal of Industrial Arts Education
Manpower
Measurement and Evaluation in Guidance
Medical Aspects of Human Sexuality
Mental Hygiene
Merrill-Palmer Quarterly of Behavior and Development
Michigan Personnel and Guidance Journal
Nation's Schools
National Association of Student Personnel Administrators Journal
National Catholic Guidance Conference Journal
New Generation
New York Review of Books
Occupational Outlook Quarterly
Pediatrics
Personnel and Guidance Journal
Phi Delta Kappan
Psychology in the Schools
Psychology Today
Public Administration Review
Rehabilitation Counseling Bulletin
Review of Educational Research
Saturday Review
School Counselor
School Management
School Shop
Sexual Behavior
Social Problems
Social Work
Sociology of Education
Theory Into Practice
Today's Education
Training and Development Journal
Trans-action
Universities Quarterly: Higher Education and Society
Urban Education
Vocational Guidance Quarterly
Volunteer Administration
Women: A Journal of Liberation

TOPICAL ANALYSES

From the 1900 documents indexed in this issue of Access, several areas emerge which merit focused discussion. These areas, identified by our staff of information specialists, speak to a variety of concerns and cover specific populations and behaviors. Each summation attempts to shed light on the most recent research, programs, and practices within the area and to present possible implications for personnel workers. A list of the materials pertinent to the area of analysis follows each topical summation. The numbers refer to entry numbers of these materials in the Main Entry Section.

THE PEOPLE . . .

WOMEN: ROLE AND SOCIETY

Society has been showing and will probably continue to show increased interest in the status, roles, and psychology of women. It is clear that much research is now being done with women as either the only population under study or else as a special subpopulation in a larger study. In either case, the results of the studies indicate real differences in the present condition of males and females on most characteristics that are investigated.

Well-educated females still view themselves as different from men on such scales as achievement, dominance, autonomy, nurturance, affiliation, and deference. In general, women have lower levels of self-esteem than do men. Low self-esteem leads to the behaviors associated with high dependence-conformity, repressed hostility, and passive aggression. Even the majority of well-educated women tend to hold stereotyped opinions of themselves and of other women. There is no reason to believe that women are any freer of prejudices against women than are men.

Studies point out that career versus tradition role expectations still are and will continue to be an area of conflict for women; most studies show that women want both a career and marriage, while surveys of unmarried men indicate that they prefer having their wives stop working when children are born. Married men say that they prefer having their wives work. Apparently men have a shift in opinion sometime after marriage.

Despite predictions that nine out of ten girls now in school will be employed in the future, girls continue to see vocational planning and career choice as a relatively minor decision. Though women have made quantitative educational progress, they have not done so in terms of percentages. Percentage-wise, they now receive fewer advanced degrees and hold fewer positions of power than they did 30 years ago. Also, despite the fact that almost 42 percent of all women work, women are still seen by themselves and by men as having primary responsibility for the maintenance of the home. Norms for sharing household tasks when both husbands and wives work have not yet evolved to the point where such standards can serve as guides to working couples.

The problems women face – those which formerly were never recognized or talked about – are now receiving attention from the Women's Liberation groups. Although many people are turned off by such groups, a growing number of young people seem supportive of the movement. Sex roles for both males and females are being reevaluated and redefined within the youth culture. New roles seem to be more flexible and consequently more accepting of individual differences.

The professional literature is now filled with articles that speak to the sex differences between male and female, and point to the special needs and problems of female populations. Since Matina Horner documented the existence of the "fear of success" experienced by many women, subsequent studies have indicated that such fears are widespread–crossing social classes and varying from between 50 to 80 percent with the various groups tested. Counseling programs that recognize and seek to combat such fears are now being suggested. In effect, many of the complaints that Movement women have made concerning counselors are now receiving consideration through the development of new programs specifically aimed at the needs of women.

For more information, see these Access entries:
McMillin, Marvin R.; and Others. OPINIONS ON CAREER INVOLVEMENT OF MARRIED WOMEN. #1486
Parrish, John B. COLLEGE WOMEN AND JOBS: ANOTHER LOOK AT THE 1970's. #1572
Tucker, Bernice Zipin. FEMININE SEX-ROLE AND OCCUPATIONAL CHOICE: A STUDY OF SELF AND INTERGROUP PERCEPTIONS OF THREE GROUPS OF WOMEN. #1018

ETHNIC AND MINORITY GROUPS: VALUES, ATTITUDES, SELF-CONCEPT

Studies of values, self-concepts, and attitudes of ethnic and minority groups have generally been comparative in nature. Comparative studies of minorities have generally used middle-class Anglo-Americans as the standard or norm against which various minorities are measured on a variety of behaviors and attitudes. Consequently, the observed differences in attitudes and behaviors of Blacks, Indians, and Mexican-Americans are characterized, implicitly or explicitly, as manifestations of attitudes or behavioral deficits. Thus, the literature continues to yield studies designed along a deficit model.

Although research has focused upon minority group differences in belief systems, occupational aspirations, self-images, and attitudes toward school, a number of similarities with Anglo-Americans have been disclosed–contrary to expectations. For example, measures of self-concept in Black high school students have been found to be distinctly similar to the national norm. On the other hand, there is evidence which suggests that the occupational aspirations of Black high school students is considerably higher than measures taken for white high school students. Although "Black is beautiful," the belief systems of Blacks, in general, appear to repeat middle-class American values.

Among Indians it has been found that a great majority of the youth see themselves as competent persons in their own social world, but show some doubts about the non-Indian world; given like socioeconomic status Indians have about the same level of self-evaluation (self-image) as non-Indians; and lack of motivation to attend college was not found among the Indian high school students, but the conditions of limited income did affect educational advancement.

Furthermore, a number of assumptions have been made about Mexican-Americans that are not substantiated by much of the research now becoming available. The assumptions that the Mexican-American has low educational-occupational aspirations, that he is not motivated toward school achievement, that his social aspirations are low, and that his future outlook is markedly different from that of his white counterpart are not fully supported by the research. As with Black elementary,

high school, and college students, the aspirational levels of Mexican-Americans are high.

Regardless of whether ethnic groups are being studied in terms of self-image, achievement motivation, educational aspirations or self-image, the socioeconomic status of Blacks, Indians, and Mexican-Americans is a factor that tends to act as a moderating variable. Although sociocultural characteristics may account for some observed differences, socioeconomic level accounts for more of the varieties in sociocultural characteristics than does ethnicity. For Blacks, Indians, and Mexican-Americans alike, socioeconomic status and race relate in such a way as to structure the environment and influence individual life experiences.

Several observations appear warranted based on recent research appearing in this area. First, the lack of occupational and educational achievement among Blacks and Mexican-Americans does not seem to be due to low level of aspiration. Other factors must be investigated to shed further light on this aspect of race and achievement. Many studies on values, self-concept, and attitudes of minorities have been directed toward the individual in relation to parents, teachers, peers, and school grades. Variables outside these parameters have seldom been considered. Studies of minorities are often comparative in nature, usually with Anglo-Americans representing the norm. This may partially account for the reason most of the research follows a deficit model in reporting finds. Many similar characteristics are present in minorities and majorities alike; however, less attention is devoted to pointing out the similarities than to enlarging upon differences, which are often confused with defect. The expectation of realizing aspirations and goals appears to be a relevant consideration in goal-setting, a factor which might be studied in relation to the opportunity structure within which minorities function. Finally, socioeconomic status, more often than not, is associated with both the differences and similarities observed across ethnic groups on factors of values, self-concept, achievement, and motivation.

For more information, see these Access entries:

Blacks

Centra, John A. BLACK STUDENTS AT PREDOMINANTLY WHITE COLLEGES: A RESEARCH DESCRIPTION. #58

Chadwick, Bruce A.; and Others. CORRELATES OF ATTITUDES FAVORABLE TO RACIAL DISCRIMINATION AMONG HIGH SCHOOL STUDENTS. #60

Coor, Ina Fitzhenry. THE EFFECTS OF GRADE LEVEL AND MOTIVATION TRAINING ON EGO DEVELOPMENT. #650

Farrell, Bernard Joseph. A SURVEY AND ANALYSIS OF THE ATTITUDES OF NON-NEGRO PARENTS IN SELECTED PORTLAND ELEMENTARY SCHOOLS. #701

Fisher, James Edward. AN EXPLORATION OF THE EFFECT OF DESEGRATION ON THE EDUCATIONAL PLANS OF NEGRO AND WHITE BOYS. #706

James, Doyle Hill. THE EFFECT OF DESEGREGATION ON THE SELF-CONCEPT OF NEGRO HIGH SCHOOL STUDENTS. #800

Kuvlesky, William P., and Thomas, Katheryn A. SOCIAL AMBITIONS OF NEGRO BOYS AND GIRLS FROM A METROPOLITAN GHETTO. #1436

Manning, Jean Bell. THE INFLUENCE OF A SHORT-TERM PROGRAM TO IMPROVE THE SELF-CONCEPT OF SELECTED NEGRO CHILDREN. #876

McAdoo, Harriette Ann Pipes. RACIAL ATTITUDES AND SELF CONCEPTS OF BLACK PRESCHOOL CHILDREN. #855

McAdoo, John Lewis. AN EXPLORATORY STUDY OF RACIAL ATTITUDE CHANGE IN BLACK PRESCHOOL CHILDREN USING DIFFERENTIAL TREATMENTS. #856

Moed, Lillian Weissman. BELIEF SYSTEMS AND ASPIRATIONS ON FAMILY LIFE OF LOWER CLASS BLACK YOUTHS. #894

Orpen, Christopher. THE EFFECT OF CULTURAL FACTORS ON THE RELATIONSHIP BETWEEN PREJUDICE AND PERSONALITY. #1565

Oskamp, Stuart, and Perlman, Daniel. THE EFFECTS OF PICTURE CONTENT AND EXPOSURE FREQUENCY ON EVALUATIONS OF NEGROES AND WHITES. #329

Smith, Merle Edward. THE EFFECTS OF AN EXPERIMENTAL PROGRAM TO IMPROVE SELF-CONCEPT, ATTITUDES TOWARD SCHOOL AND ACHIEVEMENT OF NEGRO FOURTH, FIFTH AND SIXTH GRADE STUDENTS. #986

Westbrook, Joseph Wilson. AN ASSESSMENT OF THE ATTITUDES OF SELECTED NEGRO STUDENTS TOWARD SCHOOL AND SOME FACTORS THAT INFLUENCE THESE ATTITUDES. #1043

American Indians

Dreyer, Philip H., and Havighurst, Robert J. THE SELF-ESTEEM OF AMERICAN INDIAN YOUTH: THE PERSONAL-SOCIAL ADJUSTMENT OF AMERICAN INDIAN YOUTH. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. FINAL REPORT. #102

Havighurst, Robert J. THE INDIAN SELF-IMAGE AS EVALUATED WITH THE SEMANTIC DIFFERENTIAL. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES III, NO. 9 FINAL REPORT. #181

Hendra, Richard I. AN ASSESSMENT OF THE MOTIVATION AND ACHIEVEMENT OF MICHIGAN RESERVATION INDIAN HIGH SCHOOL STUDENTS AND MICHIGAN CAUCASIAN HIGH SCHOOL STUDENTS. #769

Just, Glen Arthur. AMERICAN INDIAN ATTITUDES TOWARD EDUCATION IN SELECT AREAS OF SOUTH DAKOTA. #210

Pecoraro, Joseph. THE EFFECT OF A SERIES OF SPECIAL LESSONS ON INDIAN HISTORY AND CULTURE UPON THE ATTITUDES OF INDIAN AND NON-INDIAN STUDENTS. FINAL REPORT. #328

Spilka, Bernard. ALIENATION AND ACHIEVEMENT AMONG OGLALA SIOUX SECONDARY SCHOOL STUDENTS. FINAL REPORT. #396

Trujillo, Rupert. RURAL NEW MEXICIANS: THEIR EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS. #430

Mexican-Americans

Hepner, Ethel M. SELF-CONCEPTS, VALUES, AND NEEDS OF MEXICAN-AMERICAN UNDERACHIEVERS. #770

Hodges, Jimmy R. GOAL SETTING BEHAVIOR AND SELF-CONCEPT OF ELEMENTARY MEXICAN-AMERICAN CHILDREN. #778

Kuvlesky, William P. STATUS PROJECTIONS AND ETHNICITY: A COMPARISON OF MEXICAN AMERICAN, NEGRO, AND ANGLO YOUTH. #1437

Linton, Thomas H. SOCIOCULTURAL CHARACTERISTICS, ALIENATION FROM SCHOOL, AND ACHIEVEMENT AMONG MEXICAN-AMERICAN AND ANGLO SIXTH GRADE STUDENTS. #847

McNamara, Patrick H. SOME FACTORS ASSOCIATED WITH DIFFERENTIAL GRADE PERFORMANCE OF MEXICAN-AMERICAN AND NON-MEXICAN AMERICAN COLLEGE STUDENTS. #272

Parsons, Paul J. A STUDY OF VALUES OF SPANISH- SURNAME UNDERGRADUATE COLLEGE STUDENTS AT FIVE STATE COLLEGES IN COLORADO. #917

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. . . and the Problems

ALIENATION, ACTIVISM, AND STUDENT UNREST

The great attention focused in this area would seem to indicate the continued interest by educators in the problems presented as well as their inability to respond effectively. Even now, more attempts are being made to explore the magnitude of the problems rather than to offer suggestions or solutions. This situation reflects the anxiety and concern on the part of those people who have the responsibility for running our educatinal institutions. Two years ago, most documents discussing

alienation, activism, and student unrest were focused on college populations; now there are an almost equal number discussing these same issues as they pertain to high school students.

Many studies explore the family life of the alienated or activist students. Conclusions generally support the hypothesis that mothers of alienated students are seen by those students as more hostile and controlling than those of control groups. Homes, in general, are less democratic and characterized by unexpressed frustrations and other communication problems. The activist, on the other hand, is more likely to have parental approval or encouragement. While the interests in the family background of activists and alienated students contributes to a general information base, there are few implications which prove helpful for the institutions involved in trying to educate the young.

More ambitious investigations are often equally innocuous, and result in equally obvious conclusions. Here is a partial listing.

1. It is important to have a curriculum dealing with many aspects of education. This curriculum must contain such courses as minority history.
2. A good guidance and counseling program is imperative in dealing with unrest and in avoiding unrest.
3. The schools have a responsibility in unrest. In some instances teachers incite unrest through their own dissatisfaction in their teaching contracts and a failure to deal with the human element of their class.
4. It is necessary to have fair and competent disciplinary procedures to maintain a good atmosphere within the school; but, if there is unrest, a tightening up on the rules and regulations will not calm or ease the unrest.
5. When unrest has arisen, it is necessary to involve the students, community, and faculty in a joint effort to attempt to work out the causes and successful alleviation of this unrest. The addition of clubs, new activities, and extracurricular programs does not seem to be a successful method of avoiding unrest.
6. Having an understanding and capable faculty is an excellent way of avoiding unrest.

Viewing the research, one cannot find solutions, but one can see some implications in the rhetoric. Clearly problems which in times past were considered private matters–conflicts between student and teacher, worker and employer, etc.–are now invested with political significance and require justification and rationalization as political concepts. Furthermore, a society which does not provide legitimate functions and opportunities for influence and responsibility on the part of its young is in danger. Research shows that the generation gap is real. The young have been systematically isolated into groups of a common age and have not had opportunities for adequate interaction with any but their peer groups. Who decided that the best way to educate the young was to isolate them from the people who have power in the system? Students "take" from the system but make no legitimate contribution and consequently know that they have no real power except the power to disrupt.

Students are optimistic about those areas of their lives where they have some influence but much less so where they see no opportunity for personal input. "Nobody listens" seems to translate into "you put the young together into large groups housed in various institutions called schools where the young will never have a chance to learn from those who have experience in running the system and where the young will not be a nuisance to anyone except their keepers. The power people are far away and comfortable–too distant to hear." Students have learned that peaceful discussion of grievances gets less action than violence and demonstrations. The research indicates to the contrary that only with legitimate contributions does one get legitimate power. The reality may be that while it may be better to give than to receive, it may be much harder to receive. . .and receive. . .and receive.

For more information, see these Access entries:

Boulding, Elise. SOCIALIZATION SEQUENCE AND STUDENT ATTITUDES TOWARDS NON-VIOLENT SOCIAL CHANGE. #41

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Habermas, Jurgen. THE PRIORITIES OF RADICAL REFORM. #1322

Manning, William Orville. AN INVESTIGATION OF STUDENT UNREST IN SELECTED PUBLIC HIGH SCHOOLS. #877

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COUNSELOR EDUCATION

The area of counselor education has many specialized facets. The literature shows an emphasis on education of the counselor trainee, continuing education of counselors, education and use of support personnel, and investigation of counselor role, behavior, and characteristics.

Counselor education concerns itself with the didactic, supervisory, and procedural aspects of training people to become counselors. Many new approaches are being developed and examined as counselors are called upon to take a more active and concerned role in society. More effective modes of counselor education are constantly being explored. Supervised experiences such as practicums are used experimentally to explore ways of changing attitudes and reducing anxiety in clients. Procedures such as interpersonal process recall and instruction simulation are being instituted into programs. Instruction-simulation, which is a videotape method has proved successful in training counselor candidates to use counselor tacting response (verbal operants) leads. Tacting responses on the part of clients are important since they operationally define specific behavioral events with which counselors can then work.

Theoretical backgrounds of counseling continue to be of interest. The Counseling Psychologist, Volume 2, Number 3, 1971, was entirely devoted to existential counseling. Several investigations have concerned themselves with looking at the theoretical and philosophical base exclusively in terms of elementary school guidance.

Although we have been talking primarily about counselors, we also must consider: (1) other personnel services workers -- school psychologists, social workers and counseling psychologists; (2) the role and function of state supervisors of guidance; and (3) program design and new dimensions in pupil personnel services. New professional roles, such as consultants for occupational information, are also being examined.

The use of support personnel in counseling and personnel services is gaining increased acceptance in the field. The Association for Counselor Education and Supervision has published a most comprehensive study, entitled Support Personnel in School Guidance Programs.

Counselor development takes many forms. One form of delivery service which seems to offer great potential is the use of inservice programs. Inservice programs have been utilized to change counselor attitudes and behavior and to teach new skills and techniques. Investigation of program outcomes have shown that inservice training of practicing counselors has proved both feasible and productive.

The role of the counselor has long been an area of great interest. Current studies focus around the following topics: (1) the attitudes of school personnel to guidance and counseling services, (2) certification and other professional issues, (3) the role of elementary school counselors, and (4) the changing role of the counselor in terms of current society pressures and forces. The latter includes the role of the counselor in

regard to disadvantaged minorities and in relation to the active and involved stand counselors are increasingly being called upon to take. The May 1971 issue of the Personnel and Guidance Journal focused on the counselor as an "activist." The 18th Annual All Ohio Guidance Conference was concerned with the NOW student and the papers presented reflected the changing role of the school counselor.

Counselors, like other professionals, continue to be interested in the behavior and characteristics of those who comprise their field. Investigations concern themselves with reactions to and by different client populations, and preferences and expectations of counselors. Role conflict in individuals who move from teaching to counseling positions are also explored.

Many changes have been occurring in counselor role expectations. It can be expected that these changes will be reflected in continuing evaluation and new designs in counselor education.

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Anzalone, J. S. (Ed.). PRE-COLLEGE COUNSELING AND THE BLACK STUDENT. A REPORT ON THE INVITATIONAL WORKSHOP FOR IN-SERVICE SCHOOL COUNSELORS. #10

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Zimpfer, David; and Others. SUPPORT PERSONNEL IN SCHOOL GUIDANCE PROGRAMS. #469

RICH: REGISTER TO IMPROVE COMMUNICATIVE HABITS. #540

COUNSELING TECHNIQUES

Counseling techniques have been and continue to be a focus of great interest in the profession. Counselors and personnel workers continue to use and develop a wide range of procedures and practices for use with their clients. Some are old and time-tested, some are new and innovative, and some introduce a "new wrinkle" into a previously adopted practice. Fortunately, many of these techniques are presented either in written material or as a speech and so keep the profession abreast of "what's up." Among the techniques which have been receiving increased attention, as far as the document base indicates, are the following: (1) art counseling and the use of projective drawing techniques in counseling, (2) verbal conditioning and modeling, (3) interpersonal process recall, (4) tutorial approaches, (5) parent counseling, (6) use of contracts, and (7) "telephone" counseling.

Art counseling may provide a new approach in counseling for improved self-concepts. Findings indicate that students who received art counseling showed a greater change in self-concept than controls who received what might be considered an ideal counseling program. However, in another study a projective drawing technique failed to function as a viable verbal stimulus in a counseling interview.

Tutorial approaches were also used to change the self-concepts of students. In this case the subjects were underachievers who also exhibited adjustment problems. Of the three subject groups the group which received counseling and also functioned as elementary school tutors showed a greater change in self-concept and grade point average.

Parent counseling involves helping parents to become effective change agents in their homes. Findings from several studies indicate positive results, e.g., a parent counseling program yielded improved grade point averages for underachievers.

Another approach that has been tried with underachievers is the use of contracts. The "contract" programs described usually function in accord with another technique, such as group procedures. In all cases, however, students make a written commitment regarding grades and/or behavior. Results of several studies are positive and, in some cases, an improvement in self-concept as a result of contract fulfillment has also been noted.

Counseling via telephone is an outreach technique which has grown in popularity and acceptance. Many colleges, universities, and service and volunteer organizations are instituting "hot-line" services which provide counseling and referrals. It has been difficult to assess the effectiveness of these services and most studies have reported only on user characteristics and areas of concern.

It seems apparent that increased needs will create the impetus necessary to further innovation and refinement in the area of counseling techniques.

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Haggerty, Maureen. THE EFFECTS OF BEING A TUTOR AND BEING A COUNSELEE IN A GROUP OF SELF CONCEPT AND ACHIEVEMENT LEVEL OF UNDERACHIEVING ADOLESCENT MALES. #744

McHolland, James D. HUMAN POTENTIAL SEMINARS: AN APPROACH TO TURNING ON THE GIFTED UNDERACHIEVER. #269

Peterson, Barbara G. SCHOOL READINESS TRAINING AT HOME: A CASE STUDY. #1585

Pierce, Robert Eugene. THE EFFECT OF MONETARY REWARDS ON IMPROVED ACADEMIC PERFORMANCE. #924

White, Kinnard, and Allen, Richard. ART COUNSELING IN AN EDUCATIONAL SETTING: SELF CONCEPT CHANGE AMONG PRE-ADOLESCENT BOYS. #451

STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION

During the past decade there has been an increased effort on the part of higher education to widen the scope of student personnel services in order to meet more adequately the needs of the expanding groups of persons who are now students in higher education. These student personnel services must be operative at community colleges, undergraduate, and graduate institutions both in urban and rural settings, and for commuting and residential students.

It can readily be seen that the demands on student personnel services in higher educational institutions have multiplied. The needs of the commuter students are much different from those residing on campus. The adult who has a family and is returning to the campus has needs beyond those of the student just graduated from high school. The student from a culture unlike that of most of his classmates has many variable needs.

In spite of all of the effort placed on the improvement and increase in services to the students' personal needs, recent studies indicate that in a major share of the two- and four-year colleges only a small portion of the student body is currently being reached. Ways of touching the majority must be incorporated into programs immediately.

It is at this point we must ask ourselves how we are going to do the job–particulary in view of the "money pinch" and increased accountability. The answers are not simple but complex and are integrated into better utilization of resources. There has been much interest in the potential of peer and group services–"telling it like it is" by those involved.

The study done recently by Giampocaro, discussing the numerous services responsible to the student personnel administrator, indicates how much reorganization has yet to be done. In another study, by Bucklin, it is suggested that there is a need for a whole new type of student personnel service to meet the needs of the marginal or culturally different student. Both of these studies deal prominently with the problem of staffing to provide sufficient opportunity for students to succeed in their goals. What is required is a service with increased resources, capable of self-appraisal on a more or less continuous basis with a minimum effort. This type of service would be most responsive to indicated student needs.

In another study (McIvor), the statement was made by graduate students of their unwillingness to utilize student services because of poor undergraduate experiences. This, again, is an indication of the need for change in services related to the student level. In still another study (Bates), it was clear that too much emphasis has been placed on the needs of the resident student–a population that is clearly being reduced in percentage, particularly at the two-year institutions.

Finally, in a study by Birch, it was indicated that while chief student personnel administrators agreed with a list of fourteen questions pertaining to services which students expected to be rendered, they felt that their departments were unable to implement those services in a manner they felt adequate.

For more information, see these Access entries:

Bates, Dennis L. URBAN CHALLENGE AND UNIVERSITY RESPONSE: AN INVESTIGATION OF FIVE STUDENT PERSONNEL FUNCTIONS AT TWO OHIO PUBLIC UNIVERSITIES. #583

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Giampocaro, Price J. THE ROLE OF THE COUNSELOR IN THE COMPREHENSIVE COMMUNITY COLLEGE. #726

McIvor, Marilyn Y. H. GRADUATE STUDENTS' PERCEPTIONS OF GUIDANCE SERVICES IN THREE IOWA UNIVERSITIES. #865

FOREIGN STUDENT ADVISEMENT

Foreign students are coming our way in vast numbers; and they are increasingly cognizant of the opportunities to begin their higher education in one of our community colleges or a small private college. The reason for this is threefold: (1) The major institutions are reluctant to take foreign students at the freshman level. (2) The two year institutions are basically non-selective. (3) The smaller four year institutions generally need bodies.

This all points up to an increased need for specialized abilities for student personnel–particularly in the counseling/advising role.

In recent years the National Association for Foreign Students has allocated funds to prepare counselors for this role. One such conference was recently held in Traverse City, Michigan. Information regarding materials utilized can be obtained by writing to NAFSA Field Service Program, 1010 Euclid, Cleveland, Ohio 44115.

There have been several studies made recently regarding characteristics and needs of foreign students in our colleges. Lozada found that an orientation program would be most beneficial if it were geared more toward the informal aspects of American life. In addition, his study indicated the importance of work-study programs as popposed to those which confined the student to one location, generally the campus itself. In a study by Shepard, it was found that southern institutions, in particular, lacked the program aspect so important to foreign students–relationship to and participation with the subgroup cultures in our country.

The area of foreign student advising is one which, by all indications, must continue to expand. Hopefully, ways will be found to help them overcome the "separateness" which is so often their lot, so that they can acquire not only an education at our colleges but a cultural interchange as well.

For more information, see these Access entries:

Lozada, Rhodelia Corazon Buenaventura. FOREIGN STUDENTS AT PURDUE UNIVERSITY: A STUDY OF SELECTED PERSONAL AND ACADEMIC CHARACTERISTICS IN RELATION TO CURRENT EXPERIENCES AND FUTURE EXPECTATIONS. #852

Shepard, Nolan Edgbert. THE ACCULTURATION OF FOREIGN STUDENTS IN SOUTHERN COLLEGES AND UNIVERSITIES. #978

FAMILY AND EDUCATIONAL INFLUENCES

There can be no argument that the child in the classroom cannot be separated from the child in the family constellation. The home does not provide a piece of protoplasm to be molded by the school and there provided with a useable set of characteristics for societal functioning. The protoplasm is molded with certain characteristics before it ever reaches the schoolhouse, but once there can be altered or revised through a concentrated effort on the part of that school staff.

The family in today's society is often a broken family, and indications are that children from broken families do not score as well on success variables as those from intact homes (Webb). These children must be considered by school personnel as having special problems which may demand special help. The "new" family may also produce enlarged families including dependent oldster, and/or young marrieds, making physical and psychological space limited. Where such space is allocated to ensure functional privacy (as opposed to personal privacy) a student will achieve better than where it is not (Michelson). A minimal amount of parent counseling would undoubtedly ensure than physical crowding was not of itself responsible for poor student achievement.

The emotional environment within the home has a strong impact on that piece of protoplasm it sent to school. Where a home environment tends to be consistently supportive, boys will

be more internally-controlled and less dependent upon their perception of the school environment than girls from the same type of home. Special counseling can lead to increased feelings of internal control among both elementary students and college students (Reimanis), suggesting another way in which counselors can increase student independence and self control at all ages. Parents play a most important role in setting patterns of classroom behavior. They see their daughters as having higher aspirations and motivation than their sons. Teachers see girls almost the same way (Janes), with the possible result that, since girls are reviewed rather consistently at home and at school, they are generally less frustrated and display more adaptive behaviors than boys. Once our piece of semi-molded protoplasm is ensconced in the classroom, the influence of the school environment continues the task of student development.

How does teacher expectation influence student performance and, concomitantly, self esteem? How does the school itself affect the student? Indications are that teacher expectations are positively related to student performance and self esteem, at least at the lower scholastic levels where the most gains in performance are possible through increasing teacher expectation (Gess). The environment, in general, is perceived more positively at white schools than at black ones (Gansneder), indicating a deep need for special inservice teacher training at black schools to help improve teacher attitudes toward school and thereby encourage similar positive attitudes on the part of their black students.

If students all became more internally-controlled as they grew older, they would no longer be affected by the school environment at the high school and college levels. However, all of them do not mature that fully, and many do continue to feel affected by press. It seems that the heavier the academic emphasis of a high school, the greater the seeming stress on the students (Powell). In college, the better the relationship with one's peers, the lower is the level of perceived stress (DeCoster).

It would thus appear that parents, teachers, and personnel workers form a long term team which can best perform in combination, with each being aware of the role the other plays in the educational socialization of young people.

For more information, see these Access entires:

DeCoster, David Arthur. SOME EFFECTS OF DIFFERENT CLASSROOM CONDITIONS UPON INTERPERSONAL RELATIONSHIPS, PERSONAL ADJUSTMENT, AND ACHIEVEMENT FOR COLLEGE FRESHMEN. #675

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Gess, Larry Robert. THE EFFECTS OF INFORMATION WHICH IS PROVIDED TO TEACHERS CONCERNING STUDENTS ON THE ATTITUDES AND THE BEHAVIORS OF THE TEACHERS AND THE STUDENTS. #725

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OCCUPATIONAL BEHAVIOR, PROGRAMS, AND SYSTEMS

With the enormous amount of research in the area of student vocational characteristics, one might confortably feel that any vocational program currently operational in the school must be good. Unfortunately this is far from so, and some hard looks at the situation are in order. It seems apparent that as far as many students are concerned, the high school guidance counselor might as well not exist for all the help he is to them in their occupational planning (Picou and Hernandez, Brinkman). In fact, parents, teachers, and relatives (in that order) are of more influence as occupational contacts for high school students than are counselors, although rural students see counselors as more helpful than do urban adolescents. This is probably because rural youngsters see fewer counselors than do urban youngsters, making their visits more important, and the counselors rural students do see are generally former teachers who follow parents as primary contacts of aspirational influence.

Aspiration as a major factor in occupational planning cuts across ethnic, class, racial, and community lines, and is high for all groups below completion of high school, particularly for blacks (Curry; and Others). A difference in findings is reported in this area, however, with Kuvlesky and Thomas finding black adolescent males having higher goals than black females, and others finding that, at least for urban blacks, the girls aspire to higher occupational levels than do the boys. Among urban disadvantaged, blacks appear to have higher aspirations than do whites (Astin). Low achievement cannot, therefore, always be a function of lack of aspiration among rural youth, Indian youth, Mexican Americans, blacks and disadvantaged Caucasians. Rather, it may be attributed to poor health and attendance, minimal acculturation, and nonacceptance by teachers of these differences.

Low expectation found among students in these groups reflects an acceptance of reality rather than a lowering of aspiration. While blacks today are conscious of a new identity and pride and have higher expectation than previously, they remain aware of their still-limited opportunities and lean toward careers in the social services where they feel most welcome. The other subgroups mentioned, particularly the rural students, not having found such an identity, choose less prestigious goals than they might wish, largely as a function of available resources and opportunities (Cosby and Picou). It is here that counselors need to renew their efforts to upgrade the reality choices of many of these students in light of government and institutional resources.

Assuming that aspiration and expectation are compatible, what are some of the ways in which legitimate vocational alternatives can best be explored? Are vocational maturities generally similar for all youngsters of the same age group? Ansell has found that actually they are not; that the level of vocational maturity for lower class whites and blacks, at least for grades 8-12, is slower by two years than the rate for middle class whites. The implications for vocational counseling are obvious, since occupational guidance is frequently offered on the assumption that these differences do not in fact exist.

Efforts to increase decision making behavior among high school students center in career courses which, although they do disseminate adequate amounts of information to the students, fail in their equally important task of training the student to make adequate use of such information. It seems that what personnel workers are being asked to do is to develop more student experiences in information utilization leading to more legitimate vocational decisions. Vocational counselors are faced with this problem, particularly when working with the culturally different. The problem is confounded by the fact that vocational education is often a "dumping ground" where programs are considered second rate. It has been established that ethnic models increase the changes of preferred behaviors among vocationally-bound, culturally different persons employed within schools containing substantial numbers of similar, culturally different students. Perhaps a Mexican-American school secretary would be more helpful to a Mexican-American youngster than the Caucasian school counselor.

Jalkanen's study showed that aspiration at least could be increased in both urban and suburban youth as a result of a three-year structured guidance curriculum; this suggests the need for planned emphasis on actual decision making projects within future courses.

Other methods of transmitting vocational information and, at the same time, encouraging intervention with a counselor–either real or mechanical–have been tried. A most promising innovation is the use of mobile counseling centers. They are particularly valuable in rural areas where the need for counseling is great, the schools cannot support separate facilities, and the use of the units can thus be efficient and effective. Comprehensive systems are constantly being developed and implemented for use in large schools. One such model offers at all levels through post high school not only occupational information but also decision making opportunities–ways in which users can manage environmental factors so as to maximize their opportunities, placement services, and a respect for all work (Baugh). If students have been successful in augmenting their vocational behaviors through the years, they may wish to take the initiative in preparing programs of career information for their own schools. When they do plan their own career conferences they can put to use their acquired experiences in information-gathering, decision making, and growing maturity in the area of responsibility (Demain and Du Bato).

In conclusion, what is being said is: (1) Be aware of the aspiration and expectation level of your students; (2) Mount the kind of program, at the earliest possible grade level, which will best accommodate the needs of these students within the limitations imposed by school resources; (3) Encourage not only intelligent information-gathering but intelligent information utilization; and (4) Provide for student responsibility in planning for and participation in career exploration opportunities.

For more information, see these Access entries:

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Astin, Helen S. EDUCATIONAL PROGRESS OF DISADVANTAGED STUDENTS. #13

Baugh, Douglas S., and Martin, William E. TOTAL CAREER CAPABILITY FOR ALL. A CAREER-DEVELOPMENT PROGRAM MODEL. #24

Brinkman, Fred John. ANALYSIS OF THE CHARACTERISTICS OF SELECTED VOCATIONAL STUDENTS WITH IMPLICATIONS FOR GUIDANCE AND COUNSELING. #45

Cosby, Arthur, and Picour, J. Steven. VOCATIONAL EXPECTATIONS OF ADOLESCENTS IN FOUR DEEP SOUTH STATES. #1188

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Jalkanen, Arthur Wilhelm. A COMPARISON OF VOATIONAL ATTITUDES AND JOB ASPIRATIONS OF URBAN AND SUBURBAN SCHOOL STUDENTS. #799

Kuvlesky, William P.; and Others. STATUS PROJECTIONS AND ETHNICITY: A COMPARISON OF MEXICAN AMERICAN, NEGRO, AND ANGLO YOUTH. #1437

Kuvlesky, William P., and Thomas, Katheryn A. SOCIAL AMBITIONS OF NEGRO BOYS AND GIRLS FROM A METROPOLITAN GHETTO. #1436

Picou, J. Steven, and Hernandez, Pedro F. PERCEIVED SOURCES OF PERSONAL AID AND INFLUENCE FOR THE OCCUPATIONAL ASPIRATIONS OF BLACK HIGH SCHOOL SENIORS: A RURAL-URBAN COMPARISON. #335

Utah State University. PROPOSAL FOR A MOBILE ASSISTED CAREER EXPLORATION UNIT. #533

THE SCHOOL HEALTH SCENE

Receiving most emphasis in the current health field is the use of drugs, not only in the secondary schools but also in college. Indications are that the single most important predictor of usage appears to be the family relationship--where it is loose, permissive, indifferent, and lacking in meaningful communication the chance of adolescent drug abuse increases (Briscoe). About half of college preparatory students and one-third to one-fourth of college students accept the use of marihuana, although their attitudes toward hard drugs are less flexible (Anker, Herzog). While the family relationship is the single, greatest contributing factor in the prediction of drug usage, church attendance is the single, greatest delineator separating users and nonusers. Several ways of disseminating drug information are through: (1) short-term programs which, while acceptable to students, make little impact on knowledge gains and/or attitude changes (Swisher and Crawford); (2) drug centers where professional, straight, middle-class therapists have found greatest client acceptance (Fox; and Others); (3) and teacher workshops, which increase drug knowledge so that what teachers impart to students will be factual (Gelinas).

Other areas receiving very limited, albeit increasing, attention focus on veneral disease, homosexuality, smoking, and alcohol usage. Student attitudes toward alcohol seem related to their identification with adults and peers who are, in fact, drinkers. Perhaps this fact suggests the need for greater adult education than is currently available in this area.

Family life and sex education seem more acceptable to communities than formerly, and are generally well-received by students who feel their knowledge levels increase as an outcome of such programs. Students definitely do not feel they are likely to become promiscuous as a result of these courses, contrary to this prime concern of adults.

It is generally felt that while the school, home, and public agencies share responsibility for health education, the school remains the institution best able to meet the needs of students in this regard.

For more information, see these Access entries:

Anker, Jeffrey L.; and Others. DRUG USAGE AND RELATED PATTERNS OF BEHAVIOR IN UNIVERSITY STUDENTS: 1. GENERAL SURVEY AND MARIHUANA USE. #1082

Briscoe, Raymond G. EDUCATIONAL IMPLICATIONS OF DIFFERENCES OF PERCEPTION BY DRUG-USING AND NON-DRUG-USING STUDENTS IN DAVID SCHOOL DISTRICT. #615

Fox, Twilah A.; and Others. DEVELOPMENT OF A DRUG REHABILITATION CENTER OR MISTAKES WE HAVE MADE. #137

Gelinas, Mary V. CLASSROOM DRUG SCENE. #1289

Herzog, Elizabeth; and Others. YOUTH REPORTERS DISCUSS "PROBLEM" DRUGS. YOUTH REPORT NUMBER 2. #192

Swisher, John D., and Crawford, James L. AN EVALUATION OF A SHORT TERM DRUG EDUCATION PROGRAM. #1691

MAIN ENTRY SECTION

The following sections include bibliographic information and annotations for the four major types of information resources announced in Access. These four sections focus on ERIC Documents, Dissertations, Journal Articles, and Books.

NOTE

——— Entries boxed in a solid line in this section are significant documents that have been reviewed in the preparation of the Topical Analyses section.

– – – – Entries boxed in a dotted line in this section are significant documents that do not follow a particular trend, but which are called to your attention for their singular contribution.

SAMPLE RESUMES

ERIC Documents

ERIC Accession Number - an identification number sequentially assigned to reports as they are processed*

IPSI Entry Number

Bureau of Research Number

EDRS Price - price of the report through the ERIC Document Reproduction Service. "MF" means microfiche, "HC" means hard (photo) copy

(248) ED 034 632 Griessman, B. Eugene, and Densley, Kenneth G. REVIEW AND SYSTHESIS OF RESEARCH ON VOCATIONAL EDUCATION IN RURAL AREAS. BR-7-0221, University Park: ERIC Clearinghouse on Rural and Small Schools, New Mexico State University; Columbus: Center for Vocational and Technical Education, Ohio State University, 1969. MF-$0.65 HC-$3.29 49P.

Author(s)

Title of the Document

Institution(s) responsible for the report and the location(s)

Date of publication

Total number of printed pages in the report

Part 1 discusses the problem from a sociological point of view. The author of this section considers demographic and ecological factors, the economy of rural areas, educational patterns, racial and ethnic factors, and political and legal implications. Part 2 looks at the problem from an educator's point of view. (DB)

Abstract

Abstractor's Initials

*Use this number to order from ERIC Document Reproduction Service.

Doctoral Dissertations

Author

IPSI Entry Number

Order Number for the complete dissertation

Date dissertation completed

(376) 70-4852 Clark, Mary Delilah. THE EFFECTS OF COUNSELOR SUPERVISORS' VERBAL REINFORCEMENTS UPON COUNSELOR TRAINEES' VERBAL BEHAVIOR. Arizona State University, 1969, 30(9), 3718-A.

Title of dissertation

Institution where author received doctoral degree

Volume, Issue, and Page Numbers in Dissertations Abstracts International where this entry appears with complete author's abstract

The results imply that when reward is consistently given immediately following the counselor's emission of the desired behaviors, the supervisor will modify the trainee's behavior in the desired direction. (Author)

Abstract

Author's Abstract

Journal Articles

Author(s)

IPSI Entry Number

Volume, Issue and Page Numbers of the journal in which the article appears

(821) Fenby, Barbara Lou. THE PRESCHOOL COOPERATIVE AS A THERAPY FOR MOTHERS. Child Welfare, 1970, 49(2), 108-110.

Title of the article

Journal in which the article appears

Date of the journal

A useful resource for child care agencies is the cooperative, mother-run preschool, which offers mothers perspective, identity, emotional support and socially approved respite from their children. The association with other mothers has the greatest positive effect. (MH)

Abstract

Abstractor's Initials

Books

Author(s)

IPSI Entry Number

(1409) Osipow, Samuel H., and Walsh, W. Bruce. BEHAVIOR CHANGE IN COUNSELING. New York: Appleton Century Crofts, 1970, 276P.

Title of the book

Publisher and location

Number of Pages

Date of Publication

This book provides background material in the theoretical, empirical, and applied foundations of the behavioral counseling approach. A wide range of case studies illustrates the application of the behavior modification approach.

Abstract

ERIC DOCUMENTS

(1) ED 041 319 Adams, John C., Jr. THE EFFECTIVENESS OF SMALL GROUP INTERACTION AS OPPOSED TO TEACHER CENTERED INSTRUCTION. Washington, D.C.: American Personnel and Guidance Association; Augusta, Ga.: Augusta College, 1970. MF-$0.65 HC-$3.29 12P.

This paper discusses the effectiveness of small group interaction as opposed to teacher centered instruction. The following procedures are suggested: (1) students are told that the class is one in which they will participate actively, (2) the task of the learner should be outlined by the teacher in the beginning, (3) outside reading is essential, (4) skill is needed in setting the atmosphere to encourage participation, (5) external evaluation by the teacher should be played down and the locus of evaluation shifted to the student himself, and (6) the atmosphere in a learner-centered class should be one of freedom and openess. (KJ)

(2) ED 043 900 Adkins, Dorothy C., and Ballif, Bonnie L. FACTORS OF MOTIVATION IN YOUNG CHILDREN: THEORETICAL AND EMPIRICAL. Bronx, N.Y.: Fordham University; Honolulu: Hawaii University, 1970. MF-$0.65 HC-$3.29 10P.

Gumpgookies, a test for measuring motivation of young children to achieve in school, was constructed. The underlying theoretical framework was presented, and an elaboration of the analyses used to validate the test items. The test, in revised form, was administered to a preschool population of 10 ethnic-cultural samples, and to first, second, and fourth grade Hawaiian school children. Ultimately, the study is directed to deriving a better foundation for teaching motivation to children at various ages and of different backgrounds. Further research was indicated. (TL)

(3) ED 043 383 Alexander, Theron. EMOTIONAL CHARACTERISTICS OF DISADVANTAGED CHILDREN OF APPALACHIA. Philadelphia: Child Development Research and Evaluation Center for Head Start, Temple University, (1967). MF-$0.65 HC-$3.29 11P.

Children of Appalachia were studied to determine if they showed a limited verbal response to stimuli in their environment, and if their emotional characteristics differed from those of advantaged children. The subjects were 93 white, 6-year old boys and girls. Of this number, 34 were from a disadvantaged, rural background and 59 from a middle class, urban background. The percentage of the children in the two groups using positive words was relatively similar. However, the percentage of disadvantaged children using negative words was more than twice as great as the percentage of advantaged children using negative words. The tendency to perceive non-threatening or neutral stimuli as hostile may adversely affect both the individual and society, and should be taken into account when planning ameliorative educational programs. (NH)

(4) Ed 044 759 Allen, William H.; and Others. EFFECTIVENESS OF DIFFERENT COMBINATIONS OF VISUAL AND VERBAL PRESENTATION MODES IN TEACHING DIFFERENT KINDS OF LEARNING TASKS. FINAL REPORT. Los Angeles: University of Southern California, 1970. MF-$0.65 HC-$3.29

Five parallel experiments were conducted, each for a different learning objective or task (identification, comparison, classification, generalization, application), and replicated with seven social studies and science content areas. Subjects were 617 fifth and sixth grade students. The results and conclusions include: (1) the Motion Picture Sound and Still Picture Sound treatments were generally superior to all other treatment modes for the Identification, Comparison, Classification, and Generalization learning objectives; and (2) there was little evidence that a hierarchical pattern existed between higher order and lower order tasks for the learning of cognitive information. (Author/SK)

(5) ED 045 026 Allison, Kathleen. THE FUTURE IS NOW. Berkeley: Center for Research and Development in Higher Education, California University, 1970. MF-$0.65 HC-$3.29 3P.

This paper presents some impressions gained after four weeks of intensive discussion with about 130 graduating seniors on five college campuses. Students have realized that the end is here and now, the future and the present are one, and that life is in the living. Students have a real fear concerning the Bomb, the hot-line and America's preoccupation with "honorable" victory, regardless of cost. The draft is another cause of students' orientation to the present. College students reject the materialistic, affluent way of life of their parents, and many students lack plans after graduation, thus also rejecting the status and prestige sought by their parents. (AF)

(6) ED 046 547 Altman, Robert A., and Snyder, Patricia O. (Eds.) THE MINORITY STUDENT ON THE CAMPUS: EXPECTATIONS AND POSSIBILITIES. Berkeley: Center for Research and Development in Higher Education, California University, 1970. Not available from EDRS. Available from Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colo. 80302 ($3.50) 219P.

In this book the Western Interstate Commission for Higher Education and the Center for Research and Development of Higher Education, University of California, Berkeley, present the papers of the Twelfth Annual College and University Self-Study Institute. The topic for this institute was "The Minority Student on Campus: Expectations and Possibilities." The 20 papers presented were divided into the following seven major groups: (1) Introduction, (2) Minority Students and the Campus Environment: Research Perspectives, (3) Minority Students and the Campus Environment: Student Perspectives, (4) Minority Students on Campus: Questions of Power and Priorities, (5) Non-Curricular Programs for Minorities, (6) Curricular Programs for Minority Students, and (7) Pluralism and Peace on Campus. (EJ)

(7) ED 045 530 Anderson, Gary J. EFFECTS OF CLASSROOM SOCIAL CLIMATE ON INDIVIDUAL LEARNING 1. Washington, D.C.: American Educational Research Association, 1969. MF-$0.65 HC-$3.29 8P.

To give an indication of the types of relationships found, this paper examines three social climate properties—intimacy, friction, and cliqueness. These are considered in their relationship to female gains on one learning criterion only, Test of Understanding Science (TOUS). Intimacy is positively related to TOUS gains for females of high ability but bears a negative relationship to learning for females of low ability. Extremes on friction are positively related to gains in science understanding. Cliqueness of school classes acts similarly to friction for females. (JLB)

(8) ED 044 760 Anderson, Sharon. AN ANALYSIS OF A COUNSELOR EDUCATION PROGRAM WITH A CRITICAL EXAMINATION OF PRACTICUM AND GROUP EXPERIENCES. FINAL REPORT. Denton: North Texas University, 1970. MF-$0.65 HC-$3.29 86P.

Part I of this two-part study compared prospective counselors' scores on selected measuring instruments at the beginning of their course work and practicum experience, and later at the end of their practicum experience. Part II examined the effect of a course in group counseling techniques on prospective counselors' self concepts, self images, social images, and interpersonal relations. Post-test results indicated that trainees made significant positive gains toward self actualization, and that those who participated in intensive group counseling, particularly as group leaders, evidenced greater positive change than those who did not serve as leaders. (Author/CJ)

(9) ED 044 466 Andrew, Dean C., and Roberts, Lawrence H. FINAL EVALUATION REPORT ON THE TEXARKANA DROPOUT PREVENTION PROGRAM. Magnolia, Ark.: Education Service Center Region 8, 1970. MF-$0.65 HC-Not available from EDRS. 118P.

The Texarkana Dropout Prevention Program is an educational innovation in which (1) a private company was placed under contract to set up special, remedial instruction in the public schools; and (2) the company was to be paid according to the results produced under a performance contract. It was impossible to evaluate whether the participating students improved in verbal and mathematical skills, according to standardized tests, because of the teaching of test items, or whether closely related test items in the program invalidated test results as measures of achievement. Other side benefits of the program did not seem great. The success of the performance project idea was limited, given the design of this program. (Author/JW)

(10) ED 045 787 Anzalone, J.S. (Ed.) PRE-COLLEGE COUNSELING AND THE BLACK STUDENT: A REPORT ON THE INVITATIONAL WORKSHOP FOR IN-SERVICE SCHOOL COUNSELORS, JACKSON STATE COLLEGE, 1970. Jackson: Mississippi State College; Atlanta, Ga.: Institute for Higher Educational Opportunity, Southern Regional Education Board, 1970. MF-$0.65 HC-$3.29 68P.

This report presents the papers and summarizes the group discussions of a workshop aimed at alleviating the problems of higher education access for large numbers of black and disadvantaged young people. Among the topics discussed were: The American College Testing Program--registration and administration, interpretation of scores, guidance material, admissions and curriculum, test preparation, financial aid, and cultural factors that must be considered for effective counseling in integrated schools. (RJ)

(11) ED 041 992 Appel, Yetta, and Berken, Ruth R. EDUCATIONAL FACILITIES FOR PREGNANT SCHOOL-AGE GIRLS IN DISTRICTS 3, 4, 12, 13, and 18. PROJECT NO. 1369. EVALUATION OF ESEA TITLE I PROJECTS IN NEW YORK CITY 1968-69. New York: Educational Research Committee, Center for Urban Education, 1969. MF-$0.65 HC-$6.58 101P.

The primary objective of the project was to assist pregnant school age girls complete their education by being able to attend school. Recommendations include: recycling of the project for the 1969-70 school year, arrangements for comprehensive social welfare and medical services, provision of infant day-care centers, and exploration of additional means of disseminating information about the project. (RJ)

(12) ED 046 056 Arnold, Charles B., and Cogswell, Betty E. A CONDOM DISTRIBUTION PROGRAM FOR ADOLESCENTS: THE FINDINGS OF A FEASIBILITY STUDY. Bronx, N.Y.: Albert Einstein College of Medicine, Yeshiva University; Chapel Hill: North Carolina University; New York: American Public Health Association, Inc., 1970. MF-$0.65 HC-$3.29 19P.

A family planning service for adolescent males in an inner city area is described. Results indicated that the number using a condom with their last coitus increased markedly. Some conclusions drawn were: (1) that the condom is an acceptable contraceptive for this population; and (2) that inner-city adolescent men do wish to prevent unwanted births. (TL)

(13) ED 043 082 Astin, Helen S. EDUCATIONAL PROGRESS OF DISADVANTAGED STUDENTS. Washington, D.C.: Bureau of Social Science Research, Inc.; Washington, D.C.: University Research Corporation, 1970. MF-$0.65 HC-$3.29 77P.

Examined are the effects of college environments on the aspirations, achievements, and attrition rates of disadvantaged students at the end of their freshman year. Some results of the study are: (1) a greater proportion of blacks aspire to postgraduate education than nonblacks, (2) disadvantaged students rate themselves high on drive to achieve and social self-confidence, (3) the best predictors of educational outcomes in this study were early achievements and aspirations, and (4) cohesive and personal school environments have positive effects on most of the educational outcomes. (KJ)

(14) ED 044 724 Aubrey, Roger F. DRUGS ON CAMPUS AND IN THE SECONDARY SCHOOLS. Brookline, Mass.: Brookline Public Schools; Evanston, Ill.: National Association of College Admissions Counselors, 1970. MF-$0.65 HC-$3.29 12P.

This paper presents observations on the current drug scene. Several aspects of the situation include: (1) ignorance; (2) increase in numbers of drug abusers; (3) treatment of the problem is beyond the public schools; (4) lack of research in drug education. Only a cooperative school community effort over a sustained period of time will make even a dent in drug prevention. (Author)

(15) ED 041 344 Bachman, Jerald G. THE IMPACT OF FAMILY BACKGROUND AND INTELLIGENCE OF TENTH-GRADE BOYS. YOUTH IN TRANSITION. VOLUME II. BR-5-0196, Ann Arbor: Institute for Social Research, Michigan University, 1970. MF-$0.65 HC-$9.87 300P.

This book is the second in a series of monographs documenting the Youth in Transition project. The present volume deals with family background factors and abilities as they relate to a variety of personality characteristics, behaviors, and plans for the future. (Author/BK)

(16) ED 042 217 Bailey, Larry J. (Ed.) FACILITATING CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY. FINAL REPORT. Springfield: Vocational and Technical Education Division, Illinois State Board of Vocational Education and Rehabilitation; Carbondale: Southern Illinois University, 1970. MF-$0.65 HC-$6.58 137P.

This annotated bibliography is limited to programs, practices, and techniques which are operational or have demonstrated potential for enhancing the process of career development. The emphasis is on relevance and applicability for comprehensive programs of occupational and career guidance. (RSM/Author)

(17) ED 041 186 Bailey, Stephen K. DISRUPTION IN URBAN PUBLIC SECONDARY SCHOOLS. FINAL REPORT. Syracuse, N.Y.: Research Corporation, Syracuse University, 1970. MF-$0.65 HC-$6.58 146P.

In 1970, the Policy Institute of the Syracuse University Research Corporation was asked to investigate the cause of violent unrest and educational disruption in the nation's urban high schools, and to identify strategies that appeared to be successful in mitigating the worst of the troubles. A copy of the questionnaire, statistical tables, bibliographies, summarization of findings and recommendations for policy-making are included in this final report. (LS)

(18) ED 041 996 Baldwin, Alfred L.; and Others. COGNITIVE CONTENT FOR MOTHER-CHILD INTERACTIONS. FINAL REPORT. BR-6-1341, Ithaca, N.Y.: Center for Research on Education, Cornell University, 1970. MF-$0.65 HC-$9.87 281P.

This study details three methods developed during the course of an investigation for describing adult-child interaction. The empiracal findings were: (1) the general pattern of mother-child interaction was a responsive one, (2) changes in interaction with age appeared to be partly due to the child's cognitive development, and (3) commonly held stereotypes of the family interaction of Harlem children were not supported by any of the data of the study. (RJ)

(19) ED 043 329 Baldwin, Evanell K. DIFFERENTIAL ATTITUDES AND PRACTICES RELATIVE TO MINORITY GROUPS AS EVIDENCED BY COLLEGE AND COMMUNITY EXPERIENCES. San Diego: San Diego Community College, 1970. MF-$0.65 HC-$6.58 167P.

To investigate the basic goal of the junior college as the preparation of students for future employment, especially for minority experiences, this study was conducted at three San Diego community-junior colleges. Data concerning attitudinal shifts, job changes, and employment and persistence ratios were collected. The Chi-square test for significant differences failed to reveal any at the .05 level between minority, nonminority groups, or individual ethnic groups on: (1) rate of employment; (2) rate of employment in jobs related to the college programs completed; or (3) number of students who changed jobs during their first year of employment. Another indication of the colleges' success was the fact that 92 per cent of their graduates in this sample were employed full-time. (JO)

(20) ED 044 175 Barbrack, Cristopher R. THE EFFECT OF THREE HOME VISITING STRATEGIES UPON MEASURES OF CHILDREN'S ACADEMIC APTITUDE AND MATERNAL TEACHING BEHAVIORS. FINAL REPORT. BR-7-0706, Nashville, Tenn.: Demonstration and Research Center for Early Education, George Peabody College for Teachers, 1970. MF-$0.65 HC-$3.29 72P.

Home visitors were used to teach mothers to be more effective educational change agents in their own homes. The one-hour visits continued over 30 weeks. The initial sample consisted of 72 Negro mothers and their first grade children. The children were pre- and post-tested on measures of intelligence, readiness and achievement, and the Maternal Teaching Style Instrument was used to assess the mothers' teaching behavior. Results suggest that a good treatment program might be a cognitive program which works to involve the mother by first demonstrating improvements in the child's behavior. (NH)

(21) ED 047 159 Bard, Morton. TRAINING POLICE AS SPECIALISTS IN FAMILY CRISIS INTERVENTION. New York: City College Psychological Center, City University of New York, 1970. MF-$0.65 HC-Not available from EDRS. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (J1.36:70-1, $0.70) 73P.

This project sought to demonstrate the feasibility of training police in techniques of intervention in family disturbances, in order to improve mental health and reduce violence. Evaluation was conducted by comparison with a control precinct with similar characteristics. The project showed that training can reduce violence, improve personal safety of police officers, strengthen community relations, and increase police morale and job satisfaction. (BH)

(22) ED 044 444 Barker, Lawrence W., and Mink, Oscar G. THE MINK SCALE. Morgantown: West Virginia Center for Appalachian Studies and Development, West Virginia University, 1968. MF-$0.65 HC-$3.29 3P.

This scale is designed to aid in identifying dropout-prone students. The instrument is a useful aid to professional judgment and may be used with upper elementary or junior high school students. The scale items are grouped in four sections: academic ability and performance, negative identification with education, family and socioeconomic status, and personal. The scoring procedure for the scale is not included. (LR)

(23) ED 047 346 Bashaw, W. L., and White, William F. FIGURAL CREATIVITY AND CONVERGENT THINKING AMONG CULTURALLY DEPRIVED KINDERGARTEN CHILDREN. Washington, D.C.: American Educational Research Association, 1971. MF-$0.65 HC-$3.29 9P.

This study examines the relationship between readiness and creativity in a sample of 277 economically deprived kindergarten children. Some figural creativity skills were found to be present which were not adversely affected by poverty conditions. Correlational data suggests the need to strengthen training in the areas of art work, perceptual-motor skills and elaborative responses if creativity development is to be enhanced. (TL)

(24) ED 044 719 Baugh, Douglas S., and Martin, William E. TOTAL CAREER CAPABILITY FOR ALL. A CAREER-DEVELOPMENT PROGRAM MODEL. Fort Wayne, Ind.: Fort Wayne Community Schools, 1970. MF-$0.65 HC-$3.29 64P.

A comprehensive career development program model ranging from pre-school to retirement is presented. The model, which provides a framework for developing total career capability for all is divided into four parts–elementary, junior high, secondary, and post secondary. Flow charts including the following areas are presented for each level: (1) central focus, (2) knowledge objectives and understandings, (3) suggested guidelines for implementation, (4) exploratory experiences and activities, (5) behavioral objectives, and (6) individual assessment or decision points. (RSM)

(25) ED 046 041 Beedy, Vernon; and Others. A PRE-VOCATIONAL AND SOCIAL ADJUSTMENT PROGRAM FOR EDUCABLE RETARDED ADOLESCENTS: A PILOT PROJECT. MILWAUKEE MEDIA FOR REHABILITATION RESEARCH REPORTS. NUMBER 10. Milwaukee: Wisconsin University; Milwaukee, Wis.: Curative Workshop of Milwaukee, 1971. MF-$0.65 HC-$3.29 47P.

The primary object of this project was to provide a program encompassing vocationally oriented enrichment activities for the educable retarded adolescent, whose retardation can be defined in terms of the following developmental areas: (1) educational, (2) mental, (3) social, and (4) vocational. (Author)

(26) ED 042 907 Belitsky, A. Harvey. PRIVATE VOCATIONAL SCHOOLS: THEIR EMERGING ROLE IN POST SECONDARY EDUCATION. Kalamazoo, Mich.: Upjohn (W.E.) Institute for Employment Research, 1970. MF-$0.65 HC-$3.29 34P.

A recent study revealed a total of 7,000 private, profit-making schools were serving an estimated 1.5 million students, meeting the needs of students through their diversification of programs and their highly specialized staff. In private vocational schools the evaluations are usually made by private accrediting organizations; student failure means teacher failure, and the dropout rate is usually lower than that of high schools and colleges. (JS)

(27) ED 043 168 Benson, F. Arthur M. (Ed.) MODIFYING DEVIANT SOCIAL BEHAVIORS IN VARIOUS CLASSROOM SETTINGS. MONOGRAPH NO. 1. Eugene: School of Education, Oregon University, 1969. Document not available from EDRS. Available from Department of Special Education, College of Education, University of Oregon Eugene, Oregon 97403 ($2.15) 80P.

Intervention and conditioning procedures, including a reinforcing work box placed on the student's desk, are discussed, and results with individual experimental subjects reported. Special attention is given to the generalization of effects when the student leaves the special classroom for his normal one. (KW)

(28) ED 041 954 Betz, Ellen L.; and Others. A DIMENSIONAL ANALYSIS OF COLLEGE STUDENT SATISFACTION. Ames: Student Counseling Service, Iowa State University of Science and Technology, 1970. MF-$0.65 HC-$3.29 14P.

Further research on the College Student Satisfaction Questionnaire (CSSQ) is reported here. Three factors consistently appeared across groups and methods: Compensation, Social Life, and Working Conditions. Two other dimensions, Recognition and Quality of Education, were relatively well supported. (DG)

(29) ED 041 294 Betz, Ellen L.; and Others. AN INVESTIGATION OF ONE ASPECT OF COLLEGE UNREST: COLLEGE STUDENT SATISFACTION. THE MEASUREMENT AND ANALYSIS OF COLLEGE STUDENT SATISFACTION. Washington, D.C.: American Personnel and Guidance Association; Tempe: Arizona State University; Ames: Iowa State University, 1970. MF-$0.65 HC-$3.29 25P.

College student satisfaction and dissatisfaction are viewed as a clear indicator of student unrest. Results of a series of studies aimed at a systematic investigation of college student satisfaction are described. (TL)

(30) ED 041 953 Betz, Ellen L.; and Others. THE MEASUREMENT AND ANALYSIS OF COLLEGE STUDENT SATISFACTION. Ames: Student Counseling Service, Iowa State University of Science and Technology, 1969. MF-$0.65 HC-$3.29 12P.

As part of an intensive study of college student satisfaction a questionnaire has been designed to measure six dimensions of student satisfaction: policies and procedures, working conditions, compensation, quality of education, social life, and recognition. The results of this study suggest that the CSSQ is a potentially useful measure. (DG)

(31) ED 044 728 Betz, Robert. COUNSELOR IMAGE IN THE SECONDARY SCHOOLS OF KALAMAZOO, MICHIGAN. Kalamazoo, Mich.: Kalamazoo, Public Schools, 1970. MF-$0.65 HC-$3.29 19P.

Fifty students from the case load of each of 27 secondary school counselors completed the newly designed Counselor Image Questionnaire (CIQ), a fifteen item, five category, forced choice questionnaire designed to yield student opinions of their assigned counselors. Results indicated that students: (1) saw counselors as only sometimes available; and (2) seldom viewed counselors as individuals to go to with personal problems. Five recommendations, based on the results, were elaborated. (TL)

(32) ED 041 693 Bigsby, Robert A., and Clark, Harry E. ANALYSIS OF SELECTED FACTORS RELATING TO THE NEIGHBORHOOD YOUTH CORPS OUT OF SCHOOL PROGRAM IN RURAL COUNTIES OF OREGON. Washinton, D.C.: Rural Sociological Society Meeting, 1970. MC-$0.65 HC-$3.29 16P.

The program was studied (1) to assess the effectiveness of the program in aiding enrollees to obtain productive jobs and/or continue their education, and (2) to identify socioeconomic and educational factors associated with success or failure. Findings were that a higher proportion of females succeeded than did males and that neither intelligence quotient nor scholastic achievement was a predictor of success or failure. (JH)

(33) ED 043 386 Bishop, Doyle W., and Chace, Charles A. PARENTAL CONCEPTUAL SYSTEMS, HOME PLAY ENVIRONMENT, AND POTENTIAL CREATIVITY IN CHILDREN. Urbana: Children's Research Center, Illinois University, (1969). MF-$0.65 HC-$3.29 26P.

Parents differing along a concreteness-abstractness dimension of conceptual development, as defined by the model of Harvey, Hunt, and Schroder, described their attitudes and practices regarding their children's home play environment. This was done using structured questionnaires. Potential creativity of the three- and four-year old children themselves was measured by indicators of complexity and variety of performance on a laboratory play task. The results for fathers showed no significant differences. The results for mothers indicated that more abstract mothers had more positive attitudes toward, and were more likely than more concrete mothers to provide complex, novel, autonomous and explorative play situations for their children. (Author)

(34) ED 042 095 Blindert, H. Dieter. EXPERIMENTS IN THE ESTABLISHMENT OF VERBAL BEHAVIORS IN CHILDREN THROUGH THE TRAINING OF MOTHERS IN BEHAVIOR MODIFICATION. Rochester, N.Y.: Rochester University, 1969. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 (Order number 70-2848 MF-$3.00 X-$9.90) 218P.

In four cases a mother was introduced to contingency management, and familiarized with behavioral analysis of verbal and vocal topography and function. She was then taught to apply these instructions to the specific problems of her child, so that she and the experimenter actually taught the child. After each case study the author's teaching procedure was modified so as to develop a program which incorporated the discoveries and results of the four case studies with respect to the goal. The program was administered to a fifth case to demonstrate its validity. (Author/PT)

(35) ED 043 195 Bluhm, Harry P. THE EMPLOYMENT COUNSELOR AS A VOCATIONAL COUNSELOR. Salt Lake City: Utah University, 1970. MF-$0.65 HC-$3.29 8P.

The purpose of this paper is to explore the role of the employment counselor as a vocational counselor to dropouts discussing such topics as: (1) functions; (2) problems of dropouts and their counseling implications; and (3) counseling the dropout's feeling of inadequacy; (4) communication barriers; (5) the dropout's physical appearance and mode of dress; and (6) counselor prejudices. Recommendations made to employment counselors in the counseling process are: (1) their responsibility is more than job placement; (2) they should provide help in those areas in which the dropout is willing to accept assistance; and (3) they should help the dropout develop realistic goals. (KJ)

(36) ED 042 193 Bluhm, Harry P. THE PUSHOUT – A KALEIDOSCOPIC PERSONALITY. Salt Lake City: Utah State Board of Education, 1966. MF-$0.65 HC-$3.29 11P.

To understand the pushout, it is necessary to see him through his own eyes: (1) he has a poor self-image; (2) he sees himself as a failure. In order to help him to acquire a better self-image, answers must be found to several questions: (1) how

can we avoid alienating these students? (2) what makes an educated person? and (3) how can we enhance the self-concept and academic ability of the pushout? (KJ)

(37) ED 046 039 Bonacich, Phillip. MATHEMATICAL ANALYSES OF HIGH SCHOOL SOCIAL STRUCTURES. FINAL REPORT. Los Angeles: California University, 1970. MF-$0.65 HC-$3.29 21P.

Three different approaches to the creation of popularity indices from sociometric data are described. One involves a factor analysis of the sociometric matrix and the other two are different approaches to the weighting of sociometric choices. All turn out to have the same mathematical solution when the relationships are symmetric-certain eigenvectors of the sociometric matrix. The method is illustratively applied to structural data on the pattern of overlap in membership among a set of high school activities. A measure of "centrality" in this structure, analogous to individual popularity in sociometric structures, is calculated for each of the activities and the results are compared to common sense expectations about high school activities. (Author)

(38) ED 043 285 Borgen, Fred H. ABLE BLACK AMERICANS IN COLLEGE: ENTRY AND FRESHMAN EXPERIENCES. Evanston, Ill.: National Merit Scholarship Corporation, 1970. MF-$0.65 HC-$3.29 25P.

After their freshman year in college in 1966, 1744 outstanding black high school students who had reached the Commended stage of competition in the first National Achievement Scholarship Program were followed up for study. Overall freshman performance was quite high in all institutions, but students in the predominantly Negro colleges had higher grades than those in the predominantly white colleges. (Author/AF)

(39) ED 047 070 Borth, Audry M. ACHIEVEMENT IN TWO SCHOOL CULTURES. Bethesda, Md.: National Institute of Mental Health (DHEW), 1971. MF-$0.65 HC-$3.29 11P.

The purpose of the study was to assess non-intellective correlates of achievement in a lower-class, all black, urban elementary school. These students were compared with a University school population. In neither case were the attributes of the student role consistent with the achievement goals of the schools. The school in today's society seems to be uniformly successful in teaching self-abnegation, dependency, deference, endurance, and passivity; and far less successful in training for values and behaviors instrumental to the attainment of high levels of accomplishment. (Author/DM)

(40) ED 041 345 Bosco, James J. SOCIAL CLASS AND THE PROCESSING OF VISUAL INFORMATION. FINAL REPORT. BR-9-E-041, Kalamazoo: Western Michigan University, 1970. MF-$0.65 HC-$3.29 90P.

This investigation estimates the magnitude of the relationship between social class and visual information processing rates, and compares the development curves of processing rate for advantaged and disadvantaged children. Results indicated that disadvantaged children do process visual information more slowly than advantaged children. The development curves for the two groups tend to converge as they proceed through school. (Author/CJ)

(41) ED 047 339 Boulding, Elise. SOCIALIZATION SEQUENCE AND STUDENT ATTITUDES TOWARDS NON-VIOLENT SOCIAL CHANGE. New York: American Orthopsychiatric Association, 1971. MF-$0.65 HC-$3.29 47P.

Six agents of socialization are identified: family, primary social environment, extrafamilial role model, school, secondary social environment, and voluntary associations. A ranking by students of socializing agents in their own lives indicated that the family fell from first to second place, but no further. In general, students felt optimistic about the future in areas where they felt they could make a personal input and less so where they felt they could not. (Author/CJ)

(42) ED 042 455 Boyer, Marcia A. COOPERATIVE WORK-EXPERIENCE EDUCATION PROGRAMS IN JUNIOR COLLEGES. Los Angeles: ERIC Clearinghouse for Junior College Information, California University, 1970. MF-$0.65 HC-$3.29 4P.

The combination of course work and related work experience into educational programs at the junior college level represents an attempt by these institutions to meet the changing requirements of today's employers. This Research Review looks at a few aspects of their program. (JO)

(43) ED 042 333 Breen, Myles P., and Diehl, Roderick. EFFECT OF VIDEOTAPE PLAYBACK AND TEACHER COMMENT ON ANXIETY DURING SUBSEQUENT TASK PERFORMANCE. Paper presented at the Annual Meeting of the Department of Audio-Visual Instruction, National Education Association (Detroit, Michigan, April 27 - May 1, 1970) MF-$0.65 HC-$3.29 7P.

Since videotape playback without teacher comment resulted in almost double the nonfluencies of those resulting from videotape playback with teacher comment, the conclusion was reached that a positive interaction between the two practices is to be desired. (MF)

(44) ED 043 061 Breivogel, William F.; and Others. THE FLORIDA PARENT EDUCATION MODEL AS AN AGENT OF CHANGE. Washington, D.C.: American Psychological Association; Gainesville: Institute for Development of Human Resources, Florida University, 1970. MF-$0.65 HC-$3.29 29P.

This program involves the use of paraprofessionals who are indigenous to the neighborhoods which they serve: (1) to act as classroom aides; (2) to make frequent home visits; (3) to teach mothers learning tasks which they, in turn, teach their children; and (4) to serve as communication link between home and school. The first paper discusses an instrument for measuring those aspects of the home environment which are amenable to change and are school related. The other papers discuss the FPEP's impact on the school, the community and the sponsoring university. The final paper elaborates on the University of Florida's innovative Teacher Corps Program, a two year Masters program aimed at preparing teachers for educationally divergent children. (TL)

(45) ED 046 388 Brinkman, Fred John. ANALYSIS OF THE CHARACTERISTICS OF SELECTED VOCATIONAL STUDENTS WITH IMPLICATIONS FOR GUIDANCE AND COUNSELING. 1970. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 (Order No. 70-24,350 MF-$4.00 Xerography-$10.00) 282P.

The major emphasis of the study is determining characteristics of the student population enrolled in evening programs of the community college and, through analysis, assessing the relevant implications for guidance and counseling. Findings include: (1) two-thirds of the evening students

had enrolled in educational programs because they anticipated a direct benefit either to present or future employment; (2) three-quarters of the students were pursuing an educational program because they anticipated a direct benefit either to present or future employment; (2) three-quarters of the students were pursuing an educational program related to career development; (3) 70 percent expected to obtain employment or job advancement as a result of completing their classes; (4) more than half the students planned to graduate from the community college; and (5) approximately one-fifth were uncertain of their plans. (Author/CA)

(46) ED 043 331 Britton, Ronald B. THE FIRST SEMESTER ACADEMIC PERFORMANCE OF URBAN JUNIOR COLLEGE TRANSFER STUDENTS TO COLUMBIA VS TWO URBAN CAMPUSES OF THE UNIVERSITY OF MISSOURI. Paper presented at the EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, University of Missouri, Columbia, September 9, 1969 to June 1, 1970. MC-$0.65 HC-$3.29 11P.

The comparison was made in regard to the question of whether or not urban area junior college transfer students who attended the Columbia branch of the University of Missouri experienced a greater drop in Grade Point Average (GPA) than did transfers who attended the two local urban campuses. Data showed that "transfer shock" was equally intense at all three campuses. The author concluded that most urban area junior college students will experience "transfer shock" and that it would be worthwhile for colleges to offer an orientation program for prospective transfer students to inform them of an expected drop in GPA and to impress upon them that a drop in GPA is a normal occurrence among junior college transfer students. (RC)

(47) ED 043 041 Brooks, Gary D., and Brooks, Bonnie S. THE LITERATURE ON DRUG ABUSE. El Paso: Texas University, 1970. MF-$0.65 HC-$3.29 25P.

This bibliographical compilation, pertinent to the current drug emphasis which has appeared since c. 1960, is divided into two general sections: (1) books and pamphlets, and (2) articles. In all, there are 13 books and pamphlets on LSD, three on marihuana, and 52 of a more general nature. Articles include approximately 300 entries. (TFL)

(48) ED 041 838 Brophy, Jere E., and Good, Thomas L. TEACHERS' COMMUNICATION OF DIFFERENTIAL EXPECTATIONS FOR CHILDREN'S CLASSROOM PERFORM NCE: SOME BEHAVIORAL DATA. Austin: Research and Development Center for Teacher Education, Texas University, 1969. MF-$0.65 HC-$3.29 26P.

The processes by which teachers communicate differential performance expectations to different children were investigated. The teachers demanded better performance from those children for whom they had higher expectations and were more likely to praise such performance when it was elicited. In contrast, they were more likely to accept poor performance from students for whom they held low expectations and were less likely to praise good performance from these students even though it occurred less frequently. (Author/JS)

(49) ED 047 129 Budke, Wesley E., and Woodin, Ralph J. GUIDELINES FOR THE DEVELOPMENT OF PREVOCATIONAL EDUCATION PROGRAMS AT THE JUNIOR HIGH SCHOOL LEVEL. RESEARCH SERIES IN AGRICULTURAL EDUCATION. Columbus: Department of Agricultural Education, Ohio State University, 1970. MF-$0.65 HC-$3.29 37P.

This publication reports the results of a doctoral dissertation which sought to develop guidelines for organizing, operating, and administering prevocational education programs. The guidelines cover: (1) Program Objectives, (2) Program Design, (3) Instructional Staff Selection, (4) Grade Level of Student Involvement, (5) Staff Training, (6) Program Financing, (7) Curriculum and Activities, (8) Community Involvement, (9) Student Selection, (10) Facilities and Equipment, (11) Guidance and Counseling Services, (12) Administration and Supervision, and (13) Program Evaluation. (SB)

(50) ED 046 199 Burkowsky, Mitchell R. (Ed.) PARENTS AND TEACHERS GUIDE TO THE CARE OF AUTISTIC CHILDREN. Syracuse, N.Y.: National Society for Autistic Children, 970. Not available from EDRS. Available from Systems Educators, Inc., Box 84, Durham, N.H. 03824 ($5.25) 65P.

Geared to parents and teachers, the guide deals with autistic children. Characteristics of the typical autistic child are discussed along with common problems faced by their parents. The confusion problems of diagnosis are explored. Emphasis from the program is on changes made by the children, the therapists, and the parents. (CD)

Would you like to try out some new counseling techniques with small groups? If so, check the following descriptors:

PLAY THERAPY
BIBLIOTHERAPY
GROUP COUNSELING
GROUP THERAPY

(51) ED 045 778 Bushnell, Don D. THE PRODUCTION AND VALIDATION OF EDUCATIONAL SYSTEMS PACKAGES FOR OCCUPATIONAL TRAINING OF DEPRESSED AREA STUDENTS; OR BLACK STUDENT VERSUS TEACHER EVALUATION OF URBAN VOCATIONAL PROGRAMS. FINAL REPORT. BR-6-2777, Santa Barbara, Calif.: Communications Associates, 1970. MF-$0.65 HC-$9.87 215P.

Tutorial review sessions were conducted with 72 black high school students from a large vocationally-oriented school in Philadelphia in order to evaluate and revise self-instructional programs based on standard courses in vocational education. The hypothesis that instructional programs revised under student review would yield more learning for black students than materials revised through instructor feedback was supported. Students proposed a demonstration project for high school dropouts which used film-making as an aid for the dropout to gain a sense of personal well-being and the ability to communicate before specific career-oriented training. (Author/JW)

(52) ED 044 483 Campbell, Robert A. AN EXPERIMENTAL PROGRAM TO PREPARE VOCATIONAL-TECHNICAL TEACHERS FOR LABORATORY CLASSES DESIGNED

FOR DROPOUT-PRONE YOUTH. FINAL REPORT. Urbana: Illinois University, 1968. MF-$0.65 HC-$6.58 161P.

To prepare vocational-technical teachers to work with dropout-prone youths in laboratories within the school and to discover how successful a special vocational-technical program would be in assisting those students with special needs, 24 dropout-prone occupational exploration students were chosen to participate in a six-week summer experimental program. Findings included (1) race was not a significant variable, (2) pretests and posttests of attitudes toward school shops were not significantly different at the .05 level, (3) dropout-prone students will attend summer school if paid and enrolled in a special program, (4) teaching methods should actively involve such students, and (5) negative teacher responses cause decrements in desirable student behavior. (CD)

(53) ED 045 032 Caple, Richard B. GROUP COHESIVENESS AND ACADEMIC ACHIEVEMENT AS RELATED TO RESIDENCE HALL STUDENTS ASSIGNED ACCORDING TO HOLLAND'S THEORY OF VOCATIONAL CHOICE. Columbia: College of Education, Missouri University, 1970. MF-$0.65 HC-$3.29 15P.

An attempt was made to answer the following questions: (1) are students assigned to a living unit according to Holland's theory more cohesive than students in a mixed house? (2) how do the attitudes of these two groups of students about their living unit compare? and (3) how does their academic achievement compare? There were significant differences in cohesiveness, but there was more variability among the Holland groups when these groups were compared to the control group. There were no significant differences in attitudes toward the living unit or academic achievement. (AF)

(54) ED 042 097 Carbuhn, Wayne McKinzie. JOB CORPSMEN SELECTION AND PREDICTION OF SUCCESSFUL COMPLETION OF THE GENERAL EDUCATION DEVELOPMENT (GED) PROGRAM AT CLEARFIELD URBAN JOB CORPS CENTER. Salt Lake City: Utah University, 1969. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 (Order number 70-3391 MF-$3.00 X-$6.00) 121P.

The results indicated that while age was not significant, ethnic group classification was an important factor in passing the GED test. Highest grades completed in school and other demographic-biologic data and social adjustment ratings were neither reliable indicators of level of academic achievement, nor useful in differentiating the successful from the unsuccessful corpsmen in the program. (Author/PT)

(55) ED 041 646 Caskey, Owen I. (Ed.) COMMUNITY RESPONSIBILITIES AND SCHOOL GUIDANCE PROGRAMS FOR MEXICAN AMERICAN YOUTH. BR-6-2113, Austin, Tex.: Southwest Educational Development Laboratory, 1969. MF-$0.65 HC-$3.29 63P.

Five papers and an introduction are included in the report of the proceedings of the second invitational conference on school needs of Mexican American youth. (LS)

(56) ED 043 037 Cautley, Patricia W. THE IMPORTANCE OF DIVERSITY OF CHOICE IN WOMEN'S ROLES. Madison: Wisconsin Department of Health and Social Services, 1970. MF-$0.65 HC-$3.29 7P.

Beginning with the premise that the abilities and talents of women are being expressed only factionally, the author points to the need for a basic change in the current rigid cultural expectations regarding women and men. (TL)

(57) ED 041 301 Cavins, David A. THE GUIDANCE ASSISTANT PROJECT - SYSTEMATIC TRAINING. Deerfield, Ill.: Deerfield School District 109, (1969). MF-$0.65 HC-$3.29 8P.

A program is described for training individuals to assist members of the pupil personnel team. The material presented in this handbook focused on procedures used to prepare trainees for tasks previously identified as appropriate for support personnel. The paper concludes that local training programs could help alleviate existing problems of personnel shortages. (TL)

(58) ED 042 420 Centra, John A. BLACK STUDENTS AT PREDOMINATELY WHITE COLLEGES: A RESEARCH DESCRIPTION. Princeton, N.J.: Educational Testing Service, 1970. MF-$0.65 HC-$3.29 23P.

Findings indicated that black and white students were involved equally in over half of 25 extra-curricular activities; they rated eight possible goals in attending college similarly, with slightly fewer than half of both groups ranking the intellectual-academic goal first; and both groups perceived the general features of the college environment in the same way, though the "racial" environment was viewed quite differently. (AF)

(59) ED 042 812 Centra, John A. THE COLLEGE ENVIRONMENT REVISITED: CURRENT DESCRIPTIONS AND A COMPARISON OF THREE METHODS OF ASSESSMENT. New York: College Entrance Examination Board; Princeton, N.J.: Educational Testing Service, 1970. MF-$0.65 HC-$3.29 64P.

The three methods of assessing the college environment-student perceptions, student self-reports, and objective institutional data—are compared by use of multimethod factor analysis, a new technique which removes method variance by focusing on correlations between rather than within methods of measurement. (Author/PR)

(60) ED 044 476 Chadwick, Bruce A.; and OTHERS. CORRELATES OF ATTITUDES FAVORABLE TO RACIAL DISCRIMINATION AMONG HIGH SCHOOL STUDENTS. Pullman: Washington State University, 1970. MF-$0.65 HC-Not available from EDRS. 31P.

The behavior-specific attitude "tendency to discriminate" is distinguished from the general tendency toward negative stereotyping (prejudice). Thirteen independent variables are evaluated as predictors of this tendency. There are indications that as the white student progresses through school the importance of peer pressures as predictors of discriminatory attitudes are enhanced while the role of fear of future competition declines. (Author/DM)

(61) ED 041 311 Chamberlain, Jonathan M. DEVELOPING AND MANAGING A RURAL SCHOOL PSYCHOLOGICAL SERVICE IN A SPARSELY POPULATED AREA. Washington, D.C.: American Personnel and Guidance Association; Price, Utah: Regional Child Services, 1970. MF-$0.65 HC-$3.29 14P.

Three years of intensive activity, which characterized the development and management of the rural psychological service, are overviewed. (TL)

(62) ED 047 034 Champagne, David W., and Goldman, Richard M. DEVELOPMENT OF A TRAINING PROGRAM TO INCREASE THE USE OF REINFORCEMENT IN INFORMAL TEACHING BY MOTHERS OF EDUCATIONALLY DISADVANTAGED CHILDREN. San Diego, Calif.: Annual Meeting of the American Anthropological Association, 1970. MF-$0.65 HC-$3.29 19P.

One way that educationally disadvantaged children can be helped to succeed more often in schools is to ask their parents to join in an educational partnership with teachers for the benefit of their children. The acquistion of teaching skills allows the parents to focus their efforts. The use of positive verbal reinforcement was selected as the skill parents would be helped to acquire. The research was conducted in three phases. Although a considerable amount of responsibility is given the parent in this program, no diminishing of education or accountability is implied. (Author/JM)

(63) ED 046 024 Chantal, Sister Marie. ORGANIZED PROGRAMS OF GUIDANCE AND COUNSELING FOR RELIGIOUS -- NEW APPROACHES TO CURRENT CRISES. Monroe, Mich.: Center for Continuing Education, Immaculate Heart of Mary, 1970. MF-$0.65 HC-$3.29 12P.

This paper discusses organized programs of guidance and counseling for religious settings, and new approaches to current crises. Specific topics presented are: (1) a new awareness of the Christian dimensions of guidance; (2) a more favorable climate for guidance services; (3) utilization of new learnings and new techniques; and (4) some religious programs with significant guidance implications. (Author/KJ)

(64) ED 042 403 Chickering, Arthur W. CIVIL LIBERTIES AND THE EXPERIENCE OF COLLEGE. Plainfield, Vt.: Project on Student Development in Small Colleges, 1970. MF-$0.65 HC-$3.29 13P.

The findings indicated that: (1) there was a net change toward increased liberalism but that change was greater for men and varied in magnitude from college to college; (2) moderate conservatives tended to become more liberal; and (3) moderate liberals most frequently became more conservative. Institutional characteristics positively associated with increasing liberalism were: (1) the proportion of peers holding liberal beliefs; (2) study motivated by interests, concerns or anticipated future activities; (3) student demonstrations concerning administrative policies or non-college issues. (AF)

(65) ED 042 404 Chickering, Arthur W. CULTURAL SOPHISTICATION AND THE COLLEGE EXPERIENCE. Plainfield, Vt.: Project on Student Development in Small Colleges, 1970. MF-$0.65 HC-$3.29 8P.

The studies examined: (1) net change for all entering re-tested students; (2) change for re-tested students who responded "moderately" at entrance; and (3) relationship between change in the "moderate" category and institutional characteristics. Some of the major findings were that: (1) small net changes toward increased cultural sophistication occur for some students at some colleges, but not at other colleges; (2) differences in college climates, student characteristics and peer relationships, educational practices, and student-faculty contacts are associated with changes in cultural sophistication. (AF)

(66) ED 042 402 Chickering, Arthur W., and McCormick, John. PERSONALITY DEVELOPMENT AND THE COLLEGE EXPERIENCE. Plainfield, Vt.: Project on Student Development in Small Colleges, 1970. MF-$0.65 HC-$3.29 45P.

Part I of this report describes results of studies concerning "net change" of personality from analyses pooling students from all the 13 colleges. The findings indicated that: (1) changes occurred in most of the areas measured by the Omnibus Personality Inventory; (2) the directions and amount of net change were similar for both men and women. Part II describes results from studies of change in selected subgroups of students. The findings indicated that similar students attending different colleges reflected different patterns of change. (AF)

(67) ED 045 911 Chilson, John Stephen. OCCUPATIONAL QUALIFICATIONS AND SUCCESS OF ON-THE-JOB TRAINEES. Columbus: Ohio State University, 1969. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (order No. 70-6745, MF-$3.00 Xerography $5.60) 111P.

The purpose of this study was to determine occupational qualifications of trainees in a pre-employment program and to investigate the relationship between these qualifications and successful completion of on-the-job training. The trainees had a record of failure, both educational and occupational. It was found that those more likely to complete on-the-job training were women, trainees scoring higher on spatial aptitude, those with less work experience, and those with vocational interests related to the actual training positions. Differences in age, general educational development, and eight of the nine aptitudes measured failed to differentiate between trainees. (EB)

(68) ED 043 077 Clark, W. Donald. THE ROLE OF STATE DEPARTMENTS AS PROJECTORS OF THE PUBLIC IMAGE OF SCHOOL PSYCHOLOGISTS. Washington, D.C.: American Psychological Association; New Brunswick, N.J.: Rutgers, The State University, 1970. MF-$0.65 HC-$3.29 7P.

The limited functions of the school psychologists are viewed as resulting from the special education legislation which mandated supportive services. The author complains that the school psychologist "is a service," not part of the total instructional program. The author concludes that the school psychologist must maintain his primary role in evaluating the handicapped, but must develop other competencies as well. (TL)

(69) ED 043 038 Claudy, John G. OCCUPATIONAL OUTCOMES: WHO, WHAT AND WHY? Palo Alto, Calif.: American Institutes for Research; Washington, D.C.: American Psychological Association, 1970. MF-$0.65 HC-$3.29 20P.

This report presents data obtained from Project Talent (a longitudinal study designed to achieve a better understanding of the career plans and career development of young adults). The sample used in this study consisted of more than 69,000 students who responded to a five year follow-up survey. A summary of the data indicates that there was a high incidence of students' changing their career plans during the first five years after graduation. The changes seemed to have been made on a rational basis since they were in the direction of a more adequate utilization of the students aptitudes and abilities. (RSM)

(70) ED 046 025 Clayton, Thomas E.; and Others. A SYSTEM FOR RECORDING INTERACTION BEHAVIORS IN GROUP DISCUSSIONS. Syracuse, N.Y.: Syracuse University, (1970). MF-$0.65 HC-Not available from EDRS. Available from Thomas E. Clayton, Room 427, Huntington Hall, 150 Marshall St., Syracuse University, Syracuse, N.Y. 13210, 24P.

This paper presents a system designed to measure group role behavior and the direction and degree of subgroup interaction during small group meetings. One specific detailed example of the system in use is given and applications for other uses are presented. (Author/KJ)

(71) ED 044 737 Clements, William H. RESEARCH ON WHO SHOULD GO TO COLLEGE, AND WHEN. Stevens Point: Wisconsin Personnel and Guidance Association, 1970. MF-$0.65 HC-$3.29 12P.

Extensive research was cited concerning predictors of success in college. Age, work experience, parental monetary means, maternal education level, reasons for going, etc. were viewed as significant. Counselors were admonished to heed such data in their efforts to effectively serve high school students and college bound youths. (TL)

(72) ED 041 336 Cockrum, Logan V. COUNSELORS' INVITATIONAL CONFERENCE ON THE FAMILY AND THE COUNSELOR IN A CHANGING WORLD. Bangkok, Thailand: Ministry of Education, 1968. MF-$0.65 HC-$3.29 54P.

This is the report of the proceedings of a conference designed to provide an opportunity for counselors, guidance directors, and others to share ideas and seek a better understanding of what is happening in family life and how this affects the counselor. (KJ)

(73) ED 044 717 Cohen, Harold L.; and Others. THE PICA PROJECT. YEAR 2. PROJECT INTERIM REPORT. PROGRAMMING INTERPERSONAL CURRICULA FOR ADOLESCENTS. Silver Springs, Md.: Institute for Behavioral Research, Inc., 1970. MF-$0.65 HC-$6.58 140P.

An operant conditioning program for twelve problematic adolescent boys was described in detail. Complete procedures, materials and content were elaborated for both components of the program: (1) academic; and (2) interpersonal skills. Students attended the PICA program in the morning and returned to their regular classrooms in the afternoon, thus necessitating a school liaison program which was fully described. A substantial section of the report dealt with the parent training program. (TL)

(74) ED 043 823 Connelly, Hester Walton, Jr. AN EXPLORATORY INVESTIGATION OF THE EFFECTS OF MICROLAB ACTIVITIES AND INSTRUMENTED EXERCISES ON SELECTED OUTCOMES OF PARTICIPATION TRAINING. Bloomington: Indiana University, 1970. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 (Order No. 70-22,828, MF-$4.00 HC$10.80) 238P.

Some conclusions reached were (1) microlab activities and instrumented exercises can promote social learning: (2) microlab activities encourage participants to examine the social and emotional aspects of group life and to feel a strong group commitment; (3) demonstrating group concepts through instrumented exercises does not assure immediate behavioral application; (4) PT is especially useful in developing work group skills; and (5) the emergence of desired PT outcomes is not highly associated with participant satisfaction. (LY)

(75) ED 043 969 Conte, Anthony E., and Mason, Eugene R. DRUG ABUSE: A CHALLENGE FOR EDUCATION. Trenton: New Jersey Urban Schools Development Council, 1970. MF-$0.65 HC-$6.58 197P.

This report describes drugs--those generally accepted by society as well as those less accepted--discusses potential psychic and physical dangers inherent in their abuse, explains the reasons offered by drug users for their generally unacceptable social behavior, discusses drug abuse education and a comprehensive state-by-state description of drug abuse prevention programs, reviews facilities and programs available for treatment of drug addiction, and describes recently developed treatment methods. (JF)

(76) ED 041 546 Cook, Alice H. REPORT OF THE OMBUDSMAN AT CORNELL UNIVERSITY, SEPTEMBER 15, 1969-JANUARY 30, 1970. Ithaca, N.Y.: Cornell University, 1970. MF-$0.65 HC-$3.29 12P.

This report of the Ombudsman at Cornell University discusses: the composition of the staff, the volume of work, the sources of the complaints, the procedures used in handling the complaints, and the functions and powers of the Ombudsman. (AF)

(77) ED 042 098 Cotnam, John Dale. VARIANCE IN SELF-REPORT MEASURES OF DISADVANTAGED YOUNG ADULTS AS A FUNCTION OF RACE AND STATED PURPOSE OF TESTING. Rochester, N.Y.: Rochester University, 1969. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 (Order No. 70-2928 MF-$3.00 X-$7.40) 158P.

Based on the results it was concluded that self favoring bias occurred for both black and white students. Black and white examiners represented different demand characteristics to subjects of both races, but there was no evidence that examiners of unlike race were a threat to the subjects of either race. (Author/PT)

(78) ED 044 732 Cottle, William C. PREDICTING POTENTIAL DELINQUENTS IN JUNIOR HIGH SCHOOL. FINAL REPORT. Chestnut Hill, Mass.: School of Education, Boston College, 1969. MF-$0.65 HC-$3.29 31P.

This investigation on test development for delinquency prediction indicates that the items of each of the scales which were developed appear to be quite homogeneous in spite of the fact that they can be divided into seven categories by inspection of their content. (Author/KJ)

(79) ED 043 089 Cox, Richard C., and Wildemann, Carol E. TAXONOMY OF EDUCATIONAL OBJECTIVES: COGNITIVE DOMAIN. AN ANNOTATED BIBLIOGRAPHY. BR-5-0253, Pittsburgh, Pa.: Learning Research and Development Center, Pittsburgh University, 1970. MF-$0.65 HC-$3.29 54P.

This represents the latest in a series of efforts, on-going since 1965, to up-date and revise a listing of continuously received literature which pertains to the Taxonomy. (TL)

(80) ED 043 328 Cross, K. Patricia. OCCUPATIONALLY ORIENTED STUDENTS. Los Angeles: ERIC Clearinghouse for Junior College Information, California University, 1970. MF-$0.65 HC-$3.29 4P.

Junior college students enrolled in vocational and technical programs constitute an important source of trained, skilled manpower for our expanding economy. This Research Review combines findings of recent studies about these students, and develops a tentative description of their background and characteristics. The implications of such socioeconomic factors as differences in father's education and occupation level are discussed. (JO)

(81) ED 046 027 Crowley, Thomas James. CONDITIONING AFFECTIVE VERBALIZATIONS IN AN INITIAL COUNSELING INTERVIEW. Washington, D.C.: American Educational Research Association; Boston, Mass.: Boston University, 1971. MF-$0.65 HC-$3.29 13P.

The results of this study on problems relating to the behavior of clients within an initial, counseling type interview show that positive emotional affect constitutes a response class within such a situation. Also it seems that experimenters can be taught to attend to specific classes of verbal behavior, to apply reinforcement contingent upon their occurence, and to exercise some control within an experimental interview. (Author)

(82) ED 044 708 Cummings, Nicholas A. EXCLUSION THERAPY: AN ALTERNATIVE TO GOING AFTER THE DRUG CULT ADOLESCENT. Washington, D.C.: American Psychological Association; San Francisco: Kaiser Foundation; San Francisco: Golden Gate Mental Health Center, 1969. MF-$0.65 HC-$3.29 7P.

The paper discussed a form of therapy which has been found effective with middle class adolescents, ages 15-25, who self-describe themselves as hippies, drug freaks, etc. Admission to therapy and continuation are made contingent on an initial seven day period free from addiction and continued non-use of drugs, alcohol, etc. Results based on 282 clients showed this form of therapy to be effective in involving four out of five referrals and "graduating" seven or eight of every ten into adulthood. (TL)

(83) ED 042 536 Curry, Evans W.; and Others. RURAL YOUTH AND ANTICIPATORY GOAL DEFLECTION. Baton Rouge: Department of Sociology, Louisiana State University, 1970. MF-$0.65 HC-$3.29 47P.

Findings suggested that confounding influences exist among many independent variables and that youth adjust and modify their occupational goals in terms of goal-impedence factors which confront them each day. (AL)

(84) ED 042 196 Curtin, Thomas G.; and Others. COOPERATIVE EDUCATION PROGRAM. CONCORD-CARLISLE REGIONAL HIGH SCHOOL, CONCORD, MASSACHUSETTS. Concord, Mass.: Concord-Carlisle Regional School District, 1970. MF-$0.65 HC-$3.29 12P.

This program has three parts: (1) employment in which students are placed in formal job situations for both pay and academic credit; (2) volunteer services in which students volunteer their services to the community; and (3) tutorial program in which students work with elementary school children. Students have assumed much of the responsibility for organizing and administering the program. The community has also given support to the idea. (KJ)

(85) ED 043 915 Cytrynbaum, Sonny. PROJECT OUTREACH: AN APPROACH TO HUMAN RELATIONSHIPS, EXPERIMENTAL LEARNING AND COMMUNITY ACTION IN THE INTRODUCTORY PSYCHOLOGY COURSE. Ann Arbor: Department of Psychology, Michigan University, 1969. MF-$0.65 HC-$3.29 22P.

This program, developed by 35 Psychology 101 teaching assistants at the University of Michigan, gives students the opportunity for community-oriented and personal experiential-oriented projects and discussions. The current scope of the program was elaborated. General discussion focused on: (1) its peer group model of supervision; (2) promising subject self-report data; (3) program workability despite its size and complexity; (4) integrating student experiences and course content; and (5) student concerns about short-term community involvement. (TL)

(86) ED 041 417 Dallenbach, Jan F., and DeYoung, Kenneth N. SPECIAL EDUCATION FOR THE GIFTED THROUGH TELEVISION. BR-67-3260, Duluth: Educational Research and Development Council of Northeast Minnesota, 1969. MF-$0.65 HC-$3.29 67P.

A project was undertaken to study the effects of in-school television programs on gifted fifth and sixth grade students in rural northeastern Minnesota. Results and extrapolated recommendations are presented. (KW)

(87) ED 042 526 Dankworth, Richard T. EDUCATIONAL ACHIEVEMENT OF INDIAN STUDENTS IN PUBLIC SECONDARY SCHOOLS AS RELATED TO EIGHT VARIABLES, INCLUDING RESIDENTIAL ENVIRONMENT. FINAL REPORT. Logan: Utah State University, 1970. MF-$0.65 HC-$3.29 95P.

There was a significant correlation (.01 level) between achievement and the 7 variables acting together. Individually, 4 variables were found to contribute more significantly to the variability of achievement than the others. Reading ability was the variable later excluded from the analysis. (EJ)

(88) ED 045 473 Darcy, Robert L. HELPING YOUTH BRIDGE THE GAP FROM SCHOOL TO WORK THROUGH MANPOWER AND ECONOMIC EDUCATION. Arkadelphia, Ark.: M.H. Russell Center for Economics Education, Henderson State College, 1970. MF-$0.65 HC-$3.29 12P.

To help young people bridge the gap from school to work we must assist them not only to acquire vocational information and job skills, but we must also help them to understand the broad socioeconomic environment in which they will work, as productive human resources, and live as men and women. A program of manpower education approaches the study of work and the economic system from the point of view of man on the productive side in the economic process where the creative instinct of workmanship may be expressed. Its dual objective is manpower development and socioeconomic understanding of the world of work. (Author/SLD)

(89) ED 046 386 Davis, Billy Hampton. THE COMMUNITY JUNIOR COLLEGE EXPERIENCE AS PERCEIVED BY STUDENTS WHO HAVE WITHDRAWN. 1970. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 (Order No. 71-12,743 MF-$4.00 X-$10.00) 150P.

One hundred forty-one withdrawees who enrolled in fall 1967 as full-time, first-time freshmen in three Florida junior colleges were interviewed. They were found to be pragmatic, materialistic, and able to recognize higher education as one of the major prerequisites for upward mobility. They criticized counseling and lack of faculty interest and evaluation. Negro withdrawees, entering college with a higher level of confidence than the white withdrawees, left with less positive perceptions. The reasons for withdrawl were: finances, irrelevancy of college education, discouragement with meeting academic standards, marriage, health, and family problems. Withdrawees seem more disappointed with themselves than with their college for their unsuccessful efforts to further their education. (Author/CA)

(90) ED 046 051 Delaney, Daniel J.; and Others. THE EFFECTIVENESS OF INSTRUCTION-SIMULATION ON THE TRAINING FOR COUNSELOR TACTING RESPONSE LEADS. Urbana: Illinois University; Syracuse, N.Y.: Syracuse University, (1969). MF-$0.65 HC-$3.29 13P.

The study investigates the effectiveness of an instruction-simulation videotape in training counselor candidates to elicit behaviorally specific responses from clients. It was found that, using this training technique, (1) immediate learning takes place; (2) the learning generalizes to actual counseling situations; and (3) no inhibition of other counselor behaviors takes place. (TL)

(91) ED 047 327 Dellas, Marie. EFFECTS OF CREATIVITY TRAINING, DEFENSIVENESS, AND INTELLIGENCE ON DIVERGENT THINKING. Ypsilanti: Eastern Michigan University; Washington, D.C.: American Educational Research Association, 1971. MF-$0.65 HC-$3.29 26P.

As hypothesized: (1) subjects trained to associate elements from two distinct psychological entitles--visual experiences and emotional states--performed significantly better on measures of creativity; (2) there is a significant negative correlation between defensiveness and performance on measures of creativity; and (3) there is a low, positive correlation between intelligence and performance on measures of creativity. (TL)

(92) ED 044 207 Despain, Charles Ward, Jr. ANALYSIS OF MALE NAVAHO STUDENTS' PERCEPTION OF OCCUPATIONAL OPPORTUNITIES AND THEIR ATTITUDES TOWARD DEVELOPMENT OF SKILLS AND TRAITS NECESSARY FOR OCCUPATIONAL COMPETENCE. Pullman: Washington State University, 1965. Not available from EDRS. Available from University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 (Order No. 66-774, MF-$3.00 HC-$5.60) 113P.

A scale was used to measure the students' general levels of occupational aspirations in terms of four possible combinations of realistic and idealistic expression levels and short- and long-range goal periods. A behavior preference scale was used to determine the students' attitudes toward development of six personal traits which are believed to be related to successful work in modern off-reservation occupations. A third scale was used to measure students' attitudes toward four basic school subjects. (EL)

(93) ED 047 323 DiCesare, Anthony C.; and Others. NON-INTELLECTUAL CORRELATES OF BLACK STUDENT ATTRITION. RESEARCH REPORT NUMBER 4-70; DIFFERENCES IN BLACK STUDENT PERCEPTIONS OF THE COMMUNICATION STRUCTURE IN A PREDOMINANTLY WHITE UNIVERSITY. RESEARCH REPORT NUMBER 6-70. College Park: Cultural Study Center, Maryland University, 1970. MF-$0.65 HC-$3.29 35P.

The purpose of this study was to determine the degree to which black students at the University of Maryland perceived the student-university communication structure as being good or bad. Results indicated that black freshmen perceived the communication structure more positively than seniors and blacks with low grades felt more positively than blacks with high grades. No significant differences were found in the perceptions of black females and black males. (RSM)

(94) ED 047 328 Dickerson, William. TOWARD AN EFFICIENT TECHNIQUE FOR TEACHER CONDUCTED BEHAVIOR MODIFICATION PROGRAMS FOR DISRUPTIVE CLASSROOM BEHAVIOR. Washington, D.C.: American Educational Research Association; Madison: Wisconsin University; Rhinebeck, N.Y.: Astor Home for Children, 1971. MF-$0.65 HC-$3.29 40P.

This report presents the findings of a study in which simplified and efficient procedures for training teachers to use operant techniques were implemented. Two teachers successfully used the procedures to change the behavior of disruptive children. Two were not successful because they failed to change their own behavior. (TL)

(95) ED 043 053 Doctor, Ronald M., and Sieveking, Nicholas A. A SURVEY OF ATTITUDES TOWARD DRUG ADDICTION. Northridge, Calif.: San Fernando Valley State College; Nashville, Tenn.: Vanderbilt University, 1970. MF-$0.65 HC-$3.29 18P.

Four reference groups were sampled: (1) law-enforcement representatives, (2) college student non-users, (3) student users of marijuana, and (4) post-withdrawal narcotic addicts. Data was obtained from a questionnaire consisting of 35 bipolar descriptive statements, to which subjects were to assign a rating from one to five, indicating their agreement, neutrality or non-agreement with each of the statements. A discussion elaborates the findings and attempts some minimal interpretation of them. (TL)

(96) ED 041 536 Doebler, Charles H. NEW MEASUREMENTS FOR ADMISSION. AN ABRIDGEMENT AND AN INTERPRETATION OF THE STUDY OF ADMISSION CRITERIA AND RISKS AT BROWN UNIVERSITY UNDER A GRANT FROM THE FORD FOUNDATION. Providence, R.I.: Brown University, 1970. MF-$0.65 HC-$3.29 32P.

This report puts the problem of admission at selective colleges in historical perspective. One of the purpose of the study was to determine how "successful" apparently "risky" students were after finishing college. Evidence of a better environmental background proved to be the best predictor for success, but admissions officers were encouraged to continue relying on intuition in making final decisions. (AF)

(97) ED 042 928 Doerr, J. Joseph. INDIVIDUALIZED VOCATIONAL GUIDANCE: A NEW LOOK. FINAL REPORT. Kansas City: Missouri University, 1970. MF-$0.65 HC-$3.29 29P.

After finding a statistically significant difference between vocational groups, the study concluded that discriminant analysis can be valuable in classifying students using aptitude and interest variables. (BH)

(98) ED 046 353 Domino, George. INTERACTIVE EFFECTS OF ACHIEVEMENT ORIENTATION AND TEACHING STYLE ON ACADEMIC ACHIEVEMENT. Iowa City, Iowa: Research and Development Division, American College Testing Program, 1970. Not available from EDRS. Available from Research and Development Division, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 9P.

This study examines the hypothesis that the interaction between a student's achievement orientation and the teaching style to which he is exposed differentially affects both the amount of learning that takes place and the degree of expressed satisfaction with the scholastic environment. One hundred students, selected because of their extreme scores on the Achievement--via-Conformance and Achievement-via-Independence scales of the California Psychological Inventory, were assigned to introductory psychology sections taught in either a conforming or an independant manner. Students taught in a manner consonant with their achievement orientation obtained significantly higher means on the multiple-choice items, on factual knowledge ratings of their essay answers, and on their ratings of teacher effectiveness and course evaluation, than their peers who were taught in a dissonant manner. (Author)

(99) ED 045 878 Dowling, William D. A REPORT ON THE EDUCATIONAL COMPONENT OF A COUPLED ON-THE-JOB TRAINING PROGRAM. Columbus: Columbus Urban League; Center for Adult Education, Ohio State University, 1970. MF-$0.65 HC-$6.58 112P.

A Manpower Pre-Employment Training Program was launched in October 1969, to provide educational opportunities to trainees, to determine their occupational qualifications, and to investigate the relationship between these qualifications and successful completion of on-the-job training. More specific objectives were: to(1) provide employers with candidates ready for training; (2) evaluate the effectiveness of learning techniques; (3) conduct a follow-up study; and (4) to disseminate gathered information to other agencies. The study outlines each of the components of the curriculum structure. A survey of the characteristics and achievement of the participants revealed that: (1) there were no significant differences in age and educational background among those who completed the course; (2) women were more likely to complete the on-the-job training; and (3) effectiveness of the program seemed to be greater for persons with less previous work experience. (PT)

(100) ED 044 508 Drennan, William D. (Ed.) THE FOURTH STRIKE: HIRING AND TRAINING THE DISADVANTAGED. New York: American Management Association, 1970. MF-$0.65 HC-Not available from EDRS. Available from American Management Association, 135 W. 50th St., New York, N.Y. 10020 ($5.00) 155P.

These nine articles analyze some of the practical problems involved in programs to hire and train the hard-core unemployed. The articles describe socioeconomic factors, management attitudes, and several specific experiences, in addition to providing guidelines for establishing programs. (BH)

(101) ED 041 338 Drew, David E. A PROFILE OF THE JEWISH FRESHMAN. Washington, D.C.: Office of Research, American Council on Education, 1970. MF-$0.65 HC-$3.29 54P.

The focus of this report is a normative profile of Jewish freshmen entering college in the fall of 1969. The basic approach in this report was to include the responses of both Jewish students and non-Jewish students. However, the other religions are grouped together, since this is a study of religious affiliation. (KJ)

(102) ED 045 273 Dreyer, Phillip H., and Havighurst, Robert J. THE SELF-ESTEEM OF AMERICAN INDIAN YOUTH; THE PERSONAL-SOCIAL ADJUSTMENT OF AMERICAN INDIAN YOUTH. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. FINAL REPORT. BR-8-0147, Chicago: Chicago University, 1970. MF-$0.65 HC-$3.29 20P.

The purpose of this paper is to report the findings regarding the influences of age, sex, and minority status in school upon the self-concept of the various Indian groups studied. The self-esteem and self-concept data from the study indicate that the great majority of Indian youth see themselves as fairly competent persons within their own social world but can be expected to show doubts about themselves in the non-Indian world. The study also concluded that the context within which an individual judges himself is critical to attaching meaning to his so-called "self-esteem" ratings. (EL)

(103) ED 041 347 Dudley, Gerald. A STUDY TO DETERMINE THE EFFECT ON ACHIEVEMENT TEST RESULTS OF COMMUNICATING LOCALLY-DERIVED STUDENT APPRAISAL INFORMATION TO EIGHTH GRADE STUDENTS AND THEIR TEACHERS. FINAL REPORT. BR-8-E-145, South Bend, Ind.: South Bend Community School Corporation, 1970. MF-$0.65 HC-$6.58 107P.

It was hypothesized that providing appraisal data to students would influence their knowledge of abilities, and thereby facilitate achievement test performance. The teacher would also have a greater awareness of student talents and would facilitate student performance on tests. Results suggest that providing students and teachers with appraisal information has little effect upon test scores while providing such information to teachers alone tends to have an inimical effect on student test scores. (Author/CJ)

(104) ED 042 197 Dunn, Charleta J., and Payne, Bill F. THE EFFECTS OF GROUP GUIDANCE UPON THE SELF-ESTEEM, INTERPERSONAL RELATIONSHIPS, AND EDUCATIONAL ACHIEVEMENT OF THE CULTURALLY DIFFERENT CHILD. Houston: Houston University, 1969. MF-$0.65 HC-$6.58 118P.

The investigation was initiated in an attempt to identify action programs which may help the socioeconomically deprived overcome the psychological degradation and injury to the self esteem which result from the negative evaluation society has placed upon them. (Author)

(105) ED 046 369 Dyste, Ron. THE LOS ANGELES CITY COLLEGE MOBILE ADVISEMENT CENTER: A STUDY OF ITS OPERATION. Los Angeles: Los Angeles City College, 1970. MF-$0.65 HC-$3.29 57P.

Los Angeles City College conducted an experimental study of the Mobile Advisement Center (MAC) as an effective means of enhancing the extent and quality of information on the college reaching low-income communities. The author discusses the background, implementation, findings, and future of the program. MAC's effectiveness is directly proportional to: (1) geographical area covered by MAC; (2) amount of time MAC is in a given area; (3) number and quality of personnel working; (4) frequency of visits to each designated target community; and (5) extent of dissemination to the residents of information that could come only from a program like MAC. MAC diminishes dependency on chance and word-of-mouth communication and brings the college catalog to the community. Counseling is available to those who otherwise would not have the opportunity to discuss educational and vocational goals. (CA)

(106) ED 047 132 Eaddy, Vanik S. THE INFLUENCE OF SELECTED FACTORS ON THE VOCATIONAL CHOICES OF VOCATIONAL AGRICULTURAL STUDENTS IN LOUISIANA. 1968. Not available from EDRS. Available from University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 177P.

The objectives of this research were: (1) to determine the status of educational and occupational aspirations and expectations, (2) to show the influence of selected factors on career choices, (3) to identify persons influencing vocational choices, and (4) to define limitations deterring attainment of career aspirations. Results indicate a high degree of association exists between the educational aspirations and expectations, and a moderate relationship exists between occupational aspirations and expectations. Reference groups of persons influencing vocational choices are ranked as follows: parents; a heterogeneous grouping of friends, persons and relatives other than parents; school personnel; and clergymen. Student occupational choices are based primarily upon personal interests, satisfaction, and rewards. High school academic achievement records are significantly related to student vocational choice levels. (GB)

(107) ED 047 043 Eash, Maurice J. A CURRICULUM EVALUATION OF AN ACADEMY FOR BLACK DROPOUTS: THE ALTERNATIVES IN AN ALTERNATIVE SCHOOL. New York: Annual Meeting of the American Educational Research Association, 1971. MF-$0.65 HC-Not available from EDRS. 34P.

This paper reports the results of a comprehensive curriculum evaluation of an academy founded to assist black dropouts. Designed to determine the effects of the educational program on the student body and to lay bare the major constructs in the instructional and curriculum designs, the study employed a modified Shufflebeam curriculum evaluation model. The findings raise questions about current emphasis on size of schools and instructional and curriculum designs of present inner-city educational programs. (Author/JM)

(108) ED 047 095 Ebey, George W.; and Others. AN EVALUATION OF 1970 SUMMER WORK-STUDY PROGRAMS. San Mateo, Calif.: URS Research Company, 1970. MF-$0.65 HC-$3.29 68P.

This summer work-study program enrolled 1,163 high school students from eight urban school districts. Reactions by all

groups were enthusiastic, with the major complaints involving the need for expansion of the program. Recommendations were made for: (1) providing ongoing programs, (2) early funding to assure effective planning, (3) relaxing age requirements, (4) extending programs to reach all high school students, (5) improving communications between districts, (6) extending the work portion of the program to commercial organizations, and (7) holding a conference to plan a continuing year-round program. (BH)

(109) ED 044 514 Edsall, Richard Herbert. VOCATIONAL AGRICULTURE PROGRAMS IN JOINT VOCATIONAL SCHOOLS, PARTICIPATING LOCAL SCHOOLS, AND NON-PARTICIPATING LOCAL SCHOOLS. 1970. Not available from EDRS. Available from University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 295P.

Results showed (1) enrollment in vocational agriculture programs in joint vocational schools stabilizes after three years while enrollment in nonparticipating schools increases at a relatively constant rate; (2) joint vocational schools offer more specialized programs than do local schools; (3) dropout rates in joint vocational programs are about the same as in local schools; (4) more and better vocational guidance is offered in joint vocational schools than in local schools; and (5) the image of vocational agriculture is rated higher by faculty members and students in joint vocational schools than by faculty and students in local schools. (GB)

(110) ED 047 065 Edwards, Harry. BLACK STUDENTS, 1970. Not available from EDRS. Available from Free Press, MacMillan Company, 866 Third Ave., New York, N.Y. 10022 ($2.45) 234P.

The central task of this book is to present the historical development of the black student movement: the factors underlying the emergence and waning of its various phases, the characteristics and philosophies of the movement's present participants, and its possible future directions. Also discussed are: the estrangement of liberal white "allies" from the black student movement and the potential for future black-white coalitions, the relationships between black students and American colleges and universities, institutionalized racism in American education, and the feasibility and legitimacy of developing functional and distinguishable black curricula throughout all levels of the American educational system. (Author/JW)

(111) ED 041 616 Edwards, Joseph, and Stern, Carolyn. A COMPARISON OF THREE INTERVENTION PROGRAMS WITH DISADVANTAGED PRESCHOOL CHILDREN. UNIVERSITY OF CALIFORNIA HEAD START RESEARCH AND EVALUATION CENTER. FINAL REPORT 1968-1969. Los Angeles: Center for Head Start Evaluation and Research, California University, 1969. MF-$0.65 HC-$6.58 153P.

To aid in providing remediation for the language and cognitive skills of disadvantaged children, the UCLA Head Start Research and Evaluation Center compared three language programs. Testing results revealed that the subjects in the two task-oriented structured language programs were superior in performance to both Placebo and Control groups. Afro-Americans did less well than Anglo- or Mexican-Americans, girls slightly better than boys, and subjects with experienced teachers did better than those with inexperienced teachers. (Author/MH)

(112) ED 043 073 Elman, Judith; and Others. SEX-ROLES AND SELF-CONCEPTS: REAL AND IDEAL. Worcester Mass.: Clark University; Worcester, Mass.: College of the Holy Cross; Cambridge, Mass.: Radcliffe Institute, 1970. MF-$0.65 HC-$3.29 10P.

The findings showed that individuals are content with neither their sex-roles nor the relative position of self with respect to their sex-roles as they are perceived to exist at present. (Author)

(113) ED 041 348 Entwisle, Doris R., and Greenberger, Ellen. A SURVEY OF COGNITIVE STYLE IN MARYLAND NINTH-GRADERS. FEELINGS OF CONTROL OVER ACADEMIC ACHIEVEMENT. BR-6-1610, Baltimore, Md.: Center for the Study of Social Organization of Schools, Johns Hopkins University, 1970. MF-$0.65 HC-$3.29 40P.

As part of a survey of cognitive style variables in Maryland ninth-graders, sense of control is measured by the Crandall scales for intellectual achievement responsibility. Feelings of control over success are greater than those over failure for both sexes. The results of this study disagree with previous work. (Author)

(114) ED 042 181 Entwisle, Doris R., and Greenberger, Ellen. A SURVEY OF COGNITIVE STYLE IN MARYLAND NINTH GRADERS: II TEST ANXIETY. REPORT NUMBER 68. Baltimore: Center for the Study of Social Organization of Schools, Johns Hopkins University, 1970. MF-$0.65 HC-$3.29 45P.

Test anxiety was surveyed among Maryland ninth graders in six schools. The level of test anxiety seems determined by students' relative level within the ability distribution of their own school, with those low in anxiety high in the ability-level distribution of the school. Changes in school practices and organizational patterns are suggested to decrease test anxiety. (Author)

(115) ED 043 918 Entwisle, Doris R., and Greenberger, Ellen. A SURVEY OF COGNITIVE STYLES IN MARYLAND NINTH GRADERS: IV: VIEWS OF WOMEN'S ROLES. REPORT NO. 89. Baltimore: Center for the Study of Social Organization of Schools, Johns Hopkins University, 1970. MF-$0.65 HC-$3.29 31P.

This paper focuses on the views of women's work role held by ninth grade boys and girls. Results showed that: (1) bovs are more conservative than girls; (2) middle class boys of high I.Q. are the least liberal; (3) black children are less opposed than white children to having women working outside the home, but are just as conservative about having women holding men's jobs as other groups. (Author)

(116) ED 043 917 Entwisle, Doris R., and Webster, Murray A. RAISING CHILDREN'S EXPECTATIONS FOR THEIR OWN PERFORMANCE. REPORT NUMBER 87. Baltimore, Md.: Center for the Study of Social Organization of Schools, Johns Hopkins University, 1970. MF-$0.65 HC-$3.29 32P.

This experiment shows that most children's expectations for their own performance, measured by their rate of volunteering, can be increased. White middle class suburban children of grades 1, 2, 3 and 4 participated in a story-telling task. First-grade children showed a positive, but non-significant increase. There was a significant increase for grades 2, 3 and 4. Results for third and fourth graders here are compared with results from an earlier experiment with black inner city and rural white children. (Author)

(117) ED 041 615 Erickson, Edsel L.; and Others. EXPERIMENTS IN HEAD START AND EARLY EDUCATION: THE EFFECTS OF TEACHER ATTITUDE AND CURRICULUM STRUCTURE ON PRESCHOOL DISADVANTAGED CHILDREN. FINAL REPORT. Kalamazoo: Center for Sociological Research, Western Michigan University, 1969. MF-$0.65 HC-$6.58 186P.

This study assesses immediate and long term academic and personal adjustment effects of the Bereiter-Engelmann preschool program and of the traditional enrichment preschool program. Conclusions were that the Bereiter-Engelmann program was superior to the enrichment preschool program in positively modifying educational levels. It was found that long term effects need not be qualified by subject data variables. Initial teacher attitudes stacked the success odds against, rather than for, the superior program. (Author/NH)

(118) ED 041 956 Erlick, A.C. (Ed.) HIGH SCHOOLS IN 1970: A STUDY OF THE STUDENT-SCHOOL RELATIONSHIP. Lafayette, Ind.: Measurement and Research Center, Purdue University, 1970. Not available from EDRS. Available from Purdue Opinion Panel, Purdue University, Lafayette, Ind. 47907 ($1.50) 82P.

A representative national sample was used to determine how many high school students are dissatisfied with their education, what influences in the family and in the school are related to a sense of satisfaction or dissatisfaction, and how attitudes of dissatisfaction are related to the school's curricular or extracurricular activities. (DG)

(119) ED 042 035 Estavan, D.P.; and Others. IMPLEMENTATION OF VOCATIONAL COUNSELING SYSTEM, AND COMPUTER PREDICTION AND COUNSELOR PREDICTION. FINAL REPORT. BR-7-1229, Santa Monica, Calif.: System Development Corporation, 1969. MF-$0.65 HC-$3.29 29P.

This two part study sought to determine the advantages of using a computer for handling information and making predictions and to see whether the counselor would properly challenge computer predictions. Counselors tend to be optimistic in their predictions but they were not unduly influenced by the computer predictions. (JS)

(120) ED 042 841 Fancher, Betsy. VOICES FROM THE SOUTH: BLACK STUDENTS TALK ABOUT THEIR EXPERIENCES IN DESEGREGATED SCHOOLS. SPECIAL REPORT. Atlanta, Ga.: Southern Regional Council, 1970. MF-$0.65 HC-$3.29 51P.

Findings reported indicate: that there did not seem to be a mass embracing of separatism, but that many were being edged in that direction; that the unkept rich promises of integration were making students lose all faith in the American system; and that as a result, the very educational structure was being threatened not only by racism but by archaic attitudes, teaching methods, and approaches to learning. (JW)

(121) ED 046 057 Faunce, R.W., and Johnson, Larry. DRUGS: A PILOT STUDY OF MINNEAPOLIS SECONDARY SCHOOL STUDENTS. Minneapolis, Minn.: Office of Research, Development and Federal Programs, Minneapolis Public Schools, 1970. MF-$0.65 HC-$3.29 83P.

The results of a survey of over 1800 secondary school students indicate that: (1) 15-25 percent of the students have tried marijuana; (2) few students indicate regular use of harder drugs; (3) the overwhelming majority view marijuana, tobacco, and most drugs as harmful. School classes, books, magazines, friends, TV and movies were given as the major sources of drug information. (TL)

(122) ED 041 960 Fedder, Ruth, and Gabaldon, Jacqueline. NO LONGER DEPRIVED: THE USE OF MINORITY CULTURES AND LANGUAGES IN THE EDUCATION OF DISADVANTAGED CHILDREN AND THEIR TEACHERS. SERIES IN GUIDANCE AND STUDENT PERSONNEL ADMINISTRATION. 1970. Not available from EDRS. Available from Teachers College Press, Teachers College, Columbia University, New York, N.Y. ($4.95) 220P.

This book describes how a number of professional and volunteer social workers went about communicating and teaching disadvantaged children. The records included are considered to show the infinitesimal steps that led to eventual success. (RJ)

(123) ED 047 334 Feldhusen, John F.; and Others. PREDICTION OF SOCIAL ADJUSTMENT OVER AN EIGHT YEAR PERIOD.: CORRELATES AND LONG-RANGE IMPLICATIONS OF CLASSROOM AGGRESSION.; PREDICTION OF ACADEMIC ACHIEVEMENT OF CHILDREN WHO DISPLAY AGGRESSIVE-DISRUPTIVE CLASSROOM BEHAVIOR. Eau Claire: Wisconsin State University; Lafayette, Ind.: Purdue University; Washington, D.C.: American Educational Research Association, 1971. MF-$0.65 HC-$3.29 44P.

These papers discuss early identification, by classroom teachers, of children who, without planned intervention, are likely to display poor social adjustment, low academic achievement and/or delinquency. Significant predictors were found for both social adjustment and academic achievement. Both are correlated with aggressive/disruptive classroom behavior in the third and sixth grade and all three are significantly related to eventual delinquent behavior in the community. (TL)

(124) ED 041 819 Feldman, Kenneth A. RESEARCH STRATEGIES IN STUDYING COLLEGE IMPACT. No. 34. Iowa City, Iowa: Research and Development Division, American College Testing Program, 1970. MF-$0.65 HC-$3.29 36P.

This paper presents a broad overview of research on the impact of college on students. The comparative analysis of research methodologies for college impact studies is an extended and integrative treatment of this topic. The appropriateness of the various methods now used is evaluated and the need to learn the conditions and dynamics of college effects is emphasized. (Author)

(125) ED 047 347 Felker, Donald W., and Treffinger, Donald J. SELF CONCEPT, DIVERGENT THINKING ABILITIES, AND ATTITUDES ABOUT CREATIVITY AND PROBLEM SOLVING. Lafayette, Ind.: Purdue University; Washington, D.C.: American Educational Research Association, 1971. MF-$0.65 HC-$3.29 7P.

The relationship between self-concept and several measures of divergent thinking and related att[illegible] was investigated among a sample of 59 fourth graders. The results provide empirical support for the frequently postulated positive relationship between self-concept and "creative" ability. (TL)

(126) ED 046 035 Ferguson, Annabelle E. SELECTED ADMINISTRATIVE FACTORS AND GUIDANCE FUNCTIONS: A STUDY OF THE IMPACT OF ORGANIZATION, STAFF, AND FINANCE UPON GUIDANCE FUNCTIONS. College Park: College of Education, Maryland University, 1970. MF-$0.65 HC-$13.16 335P.

This study examines selected administrative factors to discover their impact upon the functioning of a secondary school counselor. Of 28 specific variables, three were found to significantly affect counselor functioning: (1) whether he was trained in Maryland; (2) county size by secondary school enrollment; and (3) number of guidance supervisors per county. (TL)

(127) ED 046 015 Ferguson, Donald G. STUDENT DEVELOPMENT: PRIORITIES FOR THE 70'S. Tampa: University of South Florida, 1970. MF-$0.65 HC-$3.29 13P.

A new student climate is desperately needed in our schools. Firstly, there is a need for a student information system,

including a district organization primarily concerned with students. Secondly, there is a need for a student development focus to build better human relations. This can be done through utilizing student and teacher resources, and setting up a student center concerned with student life. (Author/KJ)

(128) ED 041 189 Fischer, Thomas C. DUE PROCESS IN THE STUDENT-INSTITUTIONAL RELATIONSHIP. Washington, D.C.: American Association of State Colleges and Universities; Washington, D.C.: ERIC Clearinghouse on Higher Education, 1970. MF-$0.65 HC-$3.29 44P.

This report explains the meaning of procedural due process--the concept of "dueness" and the student's "right" to due process. In addition it discusses (1) the legal relationship between the student and the institution, (2) the present state of disciplinary procedures within the academy, and (3) methods for initiating an adjudicatory system. (Author)

(129) ED 043 416 Fitzpatrick, James W. THE INDIAN STUDENT, PARENT AND FAMILY--A SUMMARY OF MONTANA EDUCATIONAL PROGRAMS. Paper prepared for American Personnel and Guidance Association Convention, Reno, Nev., 1969. MF-$0.65 HC-$3.29 8P.

The following were some of the objectives of the programs: improving the school's holding power; developing better home-school relationships; identifying those students with special aptitudes, interests, and needs; establishing an effective counseling program which would promote greater self-understanding and more realistic educational and career planning of Indian students; and providing Indian families with general education in the basic skill areas. (EL)

(130) ED 043 043 Flanagan, John C. THE PSYCHOLOGIST'S ROLE IN YOUTH'S QUEST FOR FULFILLMENT. Palo Alto, Calif.: American Institutes for Research; Washington, D.C.: American Psychological Association, 1970. MF-$0.65 HC-$3.29 11P.

The challenge to education can best be met through psychological studies and the application of psychological knowledge in the development of new systems of education. Some of the primary needs are: (1) an understanding by the student of his own values, interest, and current level of ability; (2) a reasonable degree of skill in decision making and planning; (3) knowledge and skill in the management of behavior and behavior modification; (4) identifying the procedures which will be most effective for assisting the student to learn those abilities and knowledges he has selected; and (5) the development and application of techniques for preparing teachers for the new roles required by these changes in education. (SJ)

(131) ED 043 777 Flanagan, John C.; and Others. DESIGN FOR A STUDY OF AMERICAN YOUTH. Pittsburgh, Pa.: American Institutes for Research, 1962. MF-$0.65 HC-$9.87 245P.

Project TALENT is a large-scale, long-range educational research effort aimed at developing methods for the identification, development, and utilization of human talents, which has involved some 440,000 students in 1,353 public, private, and parochial secondary schools in all parts of the country. The student information included measures of (1) breadth of general information, (2) interests, (3) information in specific areas, (4) vocabulary, (5) motivational factors, and (6) scientific attitude. This information is in the computer processing stages and will provide data for later reports describing the schools these students attended and the interests, aptitudes, abilities, activities, and plans of the students. (Author/JS)

(132) ED 043 058 Flanders, John N.; and Others. PROJECT UPPER CUMBERLAND. FINAL REPORT. PROJECT UPPER CUMBERLAND CULTURAL ARTS PROGRAM. FINAL EVALUATION. DEMONSTRATION PROGRAM IN GUIDANCE AND COUNSELING. AN EVALUATION. Livingston, Tenn.: Project Upper Cumberland, 1970. MF-$1.95 HC-$6.58 108P.

Project Upper Cumberland was a three year endeavor which served 16 Tennessee counties. The final report and evaluation, in three documents, summarizes the three innovative programs which it engendered: (1) teacher inservice training, emphasizing human relations, (2) a pilot cultural arts program (art, music, drama) for grades 1-12; and (3) a pilot guidance and counseling program for grades 1-9. This portion of the report focuses on the cultural arts and guidance and counseling program. Positive results are noted in the fact that many elements of the guidance program are being continued. (TL)

(133) ED 043 052 Flemmings, Vincent C. STUDENT UNREST IN THE HIGH SCHOOLS: A POSITION PAPER. New York: Center for Urban Education, 1970. MF-$0.65 HC-$3.29 44P.

Student unrest, to be effectively dealt with, must be viewed as emerging from and reflecting the structural, cultural, economic and other characteristics of our society. Specific approaches are suggested to initiate changes in the relations of schools to students, staff, and the community at large. The focus is on three main areas: (1) ideology, (2) organization, and (3) curriculum. The paper concludes with a strategy for change which rests on two basic assumptions: (1) the rights of students must be upheld; and (2) the principles of "due process" and "rule of law" must prevail in schools and society. (TL)

(134) ED 043 087 Fletcher, Harold J. TOWARD A GENERAL MODEL FOR DESCRIBING COGNITIVE PROCESSES. THEORETICAL PAPER 23. TERMINAL REPORT FROM THE RULE LEARNING PROJECT. Madison: Research and Development Center for Cognitive Learning, Wisconsin University; Tallahassee: Florida State University, 1969. MF-$0.65 HC-$3.29 21P.

The first part of this paper briefly describes two studies concerned with cognitive processes in children. The second part describes preliminary efforts to develop a general model for describing cognitive processes. This proposed model was compared to other similar theoretical models, and its practical usefulness for educational research was demonstrated by describing a successful elementary school mathematics project which stressed the analysis of mathematical statement into statements of underlying cognitive operations of processes. (Author)

(135) ED 044 750 Flowers, Sue H. A PROJECT TO DEMONSTRATE THE EFFECTIVENESS OF UNSTRUCTURED GROUP COUNSELING IN DEVELOPING OF DISABLED PERSONS INSIGHTS AND POSITIVE ATTITUDES. FINAL REPORT. GROUP COUNSELING AS AN AID IN THE EMPLOYMENT OF HARD-TO-PLACE REHABILITATION CLIENTS. RESEARCH BRIEF. Baltimore: Maryland Division of Vocational Rehabilitation, 1970. MF-$0.65 HC-Not available from EDRS. Available from Maryland Division of Vocational Rehabilitation, 2100 Guilford Ave., Baltimore, Md. 21218, 48P.

The project attempted to learn whether unstructured group counseling could be used effectively to move into employment, or training for employment, hard core clients of a state vocational rehabilitation agency. Out of a sample of 99 clients, 69 had obtained employment, or were active in training programs, at or soon after the end of their group sessions. It was found that better results were obtained when group co-therapists structured and directed the discussions. (TL)

(136) ED 046 506 Formanek, Ruth, and Woog, Pierre. ATTITUDES OF PRESCHOOL AND ELEMENTARY SCHOOL CHILDREN TO AUTHORITY FIGURES. Hempstead, N.Y.: Hofstra University, 1970. MF-$0.65 HC-$3.29 15P.

The purpose of this study was to examine children's perceptions of authority figures as a function of the variables of sex, age, ethnic group and socioeconomic status (SES). Analysis of the data demonstrated that for preschoolers, teachers and overall were more threatening to boys than to girls, and that teacher, policeman, father and overall were more threatening to lower "SES" children than to middle "SES" children. The elementary school sample demonstrated that threat scores for the principal and overall were greater for intermediate age children than for primary children. The findings suggests that perceptions of authority figures are probably initially modeled by the particular subculture of the child and that these perceptions are subject to change. (Author/AJ)

(137) ED 046 028 Fox, Twilah A.; and Others. DEVELOPMENT OF A DRUG REHABILITATION CENTER OR MISTAKES WE HAVE MADE. Tulsa, Okla.: Drug Rehabilitation Center, Tulsa Psychiatric Foundation, 1970. MF-$0.65 HC-$3.29 9P.

The authors discuss the gradual development of a drug program, the bulk of which is constituted by a Day Treatment Center, open five days a week. The "program" is described and includes a variety of therapies and discussion. Among other results, less reliance on ex-users and more on professional and volunteer middle-class personnel has proven therapeutic to the client population. (TL)

(138) ED 047 118 Frazier, William Donald. A COMPARATIVE STUDY OF SOME EFFECTS OF VOCATIONAL EDUCATION ON CULTURALLY DISADVANTAGED YOUTH. 1966. Not available from EDRS. Available from University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 122P.

This study was conducted to compare the effectiveness of two types of vocational education programs in improving students' social and vocational adjustment and success. Statistical analysis showed significant differences in favor of the Manpower Development and Training Act (MDTA) sample, especially when skill training was supplemented by academic education. MDTA graduates who had received academic training benefited more than the high school graduates in terms of factors of academic achievement and personal-social adjustment. (BH)

(139) ED 044 715 Frick, Ralph C. A STUDY OF INTUITION AS INFERENCE. Atlanta, Ga.: Atlanta University, 1970. MF-$0.65 HC-$3.29 45P.

The following results were found in a study investigating the willingness and ability to make inferences among disadvantaged and more advantaged children: (1) Subjects showed a marked unwillingness to make inferences. (2) Willingness to make inferences was significantly greater amoung blacks than whites; it was also greater among disadvantaged than advantaged subjects, but the difference was not significant. (3) The propensity to reach accurate conclusions under conditions of information deprivation was mathamatically greater among blacks than whites and amoung advantaged than disadvantaged, but none of these differences were statistically significant. (RSM)

(140) ED 046 006 Friesen, J.D. COMPUTER BASED SYSTEMS IN GUIDANCE AND COUNSELING. AN ANNOTATED BIBLIOGRAPHY. Columbia (British Columbia) Canada: Faculty of Education, British Columbia University, 1970. MF-$0.65 HC-$3.29 24P.

This bibliography is divided into three general categories: (1) information storage and retrieval, (2) computer-based systems in education, and (3) computer-based systems in counseling and guidance. In addition, there is a section of entries published by the Harvard University-based Information System for Vocational Decisions (ISVD). (TL)

(141) ED 047 044 Fruth, Marvin J., and Yee, Albert H. DO BLACK STUDIES MAKE A DIFFERENCE IN ELEMENTARY SCHOOL PUPIL'S ACHIEVEMENT AND ATTITUDES? New York: Annual Meeting of the American Educational Research Association, 1971. MF-$0.65 HC-$3.29 9P.

The purpose of the Integrated Black History Institute was: (1) to educate administrators and teachers, and (2) to develop units of instruction on the black man's contribution to American history. The experimental group, which studied the units, advanced significantly more in content than did the control classes, which did not study the units. The results were similarly significant for each subtest. Boys' lower performance on the pretest was erased by the time of the posttest. (Author/JM)

(142) ED 045 487 Frymier, Jack R. (Ed.) MOTIVATION IS WHAT IT'S ALL ABOUT. Columbus: Center for the Study of Motivation and Human Abilities, Ohio State University, 1970. MF-$0.65 HC-$3.29 4P.

This issue is the first of a series that will be made available to persons interested in the problems and potentialities of human motivation. Each issue will be devoted to a discussion of one aspect of motivation and will report practices, research, and theory development in this field. (Author/DJB)

(143) ED 046 043 Gaite, A.J.H. ON THE VALIDITY OF NON-PROMOTION AS AN EDUCATIONAL PROCEDURE. Madison: Wisconsin University, (1969). MF-$0.65 HC-$3.29 12P.

The results of this study on the validity of nonpromotion as an educational procedure showed that nonpromotion could not be justified on the grounds that it would result in a meaningful improvement in performance as this is reflected in scholastic evaluative procedures. (Author)

(144) ED 042 507 Gallagher, James J.; and Others. THE SOCIAL MATURITY OF DISADVANTAGED CHILDREN. SPECIAL STUDIES PROJECT 2. Durham, N.C.: Duke University, 1967. MF-$0.65 HC-$3.29 9P.

To determine development patterns of the disadvantaged child at the age when he comes into contact with a school program, a comparison was made of the test performances of 25 primary school children on the Stanford-Binet and the Vineland Social Maturity Scale. There was a substantial difference between the mean scores on the Binet and the Vineland Scale. Only four children had a Binet quotient equal to or superior to their Vineland quotient. (NH)

(145) ED 044 206 Gallegos, Katherine Powers (Ed.) INDIO AND HISPANO CHILD: IMPROVING HIS SELF IMAGE. Los Lunas, N. Mex.: Los Lunas Consolidated Schools, 1969. MF-$0.65 HC-$3.29 87P.

This document consists of social studies units for grades one

and four, suggestions for a culturally oriented arts program, biographical sketches of cultural models, and brief historical sketches of communities in the area of Los Lunas, New Mexico. The purpose of the units of instruction and related materials is to build a better self-image on the part of pupils belonging to minority groups. (JH)

(146) ED 043 778 Ganschow, Laurie H.; and Others. STIMULATING EDUCATIONAL INFORMATION-SEEKING AND CHANGES IN STUDENT ATTITUDE TOWARD VOCATIONAL EDUCATION BY VIDEOTAPE AND FILM PRESENTATIONS. FINAL REPORT. BR-8-1-099, Palo Alto, Calif.: American Institutes for Research in the Behavioral Sciences, 1970. MF-$0.65 HC-$9.87 252P.

The key experimental phases of the two studies compared the relative influence of Mexican-American and non-Mexican-American social models on Mexican-American and non-Mexican-American 10th grade subjects. Among the findings was that subjects who saw social models of an ethnic group like their own scored higher on the measure of the subject's interest in occupations and related activities than did subjects who saw models of an ethnic group unlike their own. Films rather than written presentations are more favorably reacted to by all subjects, and female subjects responded to the treatment suggestions to engage in information-seeking significantly more than did male subjects. (Author/JS)

(147) ED 045 850 Garbin, A.P.; and Others. WORKER ADJUSTMENT PROBLEMS OF YOUTH IN TRANSITION FROM HIGH SCHOOL TO WORK. Columbus: Center for Vocational and Technical Education, Ohio State University, 1970. MF-$0.65 HC-$6.58 215P.

Data collected focused on the following areas: (1) transition from high school to full-time work; (2) motivations, rewards and job evaluations; (3) relationships with work environment; (4) attitudes, values, and behavioral patterns related to work; and (5) career patterns. The findings in these areas are relevant for administrators, teachers, counselors, and business leaders interested in improving the transition from school to work. (BH)

(148) ED 043 321 Geiken, Duane O. A COMPARISON OF THE RESPONSES OF URBAN AND RURAL COMMUNITY COLLEGE STUDENTS TO A SURVEY ON STRESS PRODUCING SITUATIONS. Paper presented at the EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, University of Missouri, Columbia, September 9, 1969 to June 1, 1970. MF-$0.65 HC-$3.29 18P.

Results were reported for the following subgroups of urban and rural students: male, female, transfer, and vocational-technical. Significant differences at the .05 level were indicated for the following situations: impersonality of college life, Vietnam war, loneliness, lack of student representation on college committees, and pressure from too many responsibilities. Urban students were more concerned with national problems (Vietnam war, draft) compared with the more local concerns of rural students (loneliness, pressure). (JO)

(149) ED 042 182 Geis, Gilbert; and Others. ADDICTS IN THE CLASSROOM: THE IMPACT OF AN EXPERIMENTAL NARCOTICS EDUCATION PROGRAM ON JUNIOR HIGH SCHOOL PUPILS. Los Angeles: California State College; Southern California Research Institute, 1969. MF-$0.65 HC-$13.16 305P.

The major thrust of the program entailed the employment of former addicts who met with health education teachers from the target schools in a series of workshops and participated in diverse ways in classroom presentations regarding drugs. Statistical measures indicated the value of the program in increasing knowledge regarding narcotics and in changing attitudes in desired directions. (RSM/Author)

(150) ED 043 899 George, P.M. SOCIAL FACTORS AND EDUCATIONAL ASPIRATIONS OF CANADIAN HIGH SCHOOL STUDENTS. London, Ontario: Department of Sociology, University of Western Ontario, 1970. MF-$0.65 HC-$6.58 105P.

The author sought to verify, with Canadian data, the relationship between certain independent variables and educational aspiration. Results indicated that upper class, urban, male students, whose parents and peers show interest in their educational aspirations, and who perform well in college-oriented curricula have the highest educational aspirations. Implications were discussed. (TL)

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(151) ED 043 084 Ghatala, Schwenn. ENCODING VERBAL UNITS IN MEMORY: CHANGES IN MEMORY ATTRIBUTES AS A FUNCTION OF AGE, INSTRUCTIONS, AND RETENTION INTERVAL. TECHNICAL REPORT NUMBER 134. PROJECT ON SITUATIONAL VARIABLES AND EFFICIENCY OF CONCEPT LEARNING. Madison: Research and Development Center for Cognitive Learning, Wisconsin University, 1970. MF-$0.50 HC-$4.65 91P.

Recognition errors of children in Grades 2, 4 and 6 were examined. Subjects learned words under intentional or incidental instructions and were tested immediately or 48 hours later. Subjects had to choose a target word from among acoustic, conceptual, associative and neutral distractors. The immediate recognition of 2nd-grade subjects was dominated by acoustic errors, that of 4th and 6th graders by associative and conceptual errors. Instructions had little effect on types of errors. Over the interval, acoustic errors decreased relative to the other error types. Development changes in memory attributes and differential forgetting of attributes was inferred. (Author)

(152) ED 044 738 Gilbert, Dunham H., and Lester, James T. THE RELATIONSHIPS OF CERTAIN PERSONALITY AND DEMOGRAPHIC VARIABLES TO SUCCESS IN VOCATIONAL REHABILITATION. Los Angeles: Orthopedic Hospital, 1970. MF-$0.65 HC-$3.29 35P.

The project investigated the role of personality and intellectual factors in the vocational adjustment of a sample of 133 vocational rehabilitation clients. Among other findings, rehabilitated subjects demonstrated relatively favorable psychological resources, both intellectual and emotional, had a slightly higher level of education, and were frequently unmarried. Results for the non-rehabilitated groups were also included. (TL)

(153) ED 047 329 Gill, Mohindra P. RELATIONSHIP BETWEEN PATTERN OF ACHIEVEMENT AND SELF-IDEAL CONGRUENCE. Toronto (Ontario) Canada: Ontario Institute for Studies in Education; Washington, D.C.:

American Educational Research Association, 1971. MF-$0.65 HC-Not available from EDRS. 22P.

In this study which investigates the relationship between the pattern of achievement and self-ideal congruence of 408 ninth grade boys and girls, it was found that a low level of self-ideal congruence is commonly associated with underachievement. The effectiveness and simplicity of the instrument and procedures used in the study are emphasized. (TL)

(154) ED 042 061 Glasser, Edward M., and Sarason, Irwin G. REINFORCING PRODUCTIVE CLASSROOM BEHAVIOR: A TEACHER'S GUIDE TO BEHAVIOR MODIFICATION. PREP-18. Los Angeles: Human Interaction Research Institute; Seattle: Washington University, 1970. MF-$0.65 HC-$3.29 42P.

This guide, which reflects the contributions of teachers, principals, psychologists and counselors, contains a description of some common elementary classroom problems, suggestions for establishing a classroom climate that leads to increased learning, examples of practical applications of behavioral principles, and illustrative case studies based upon research investigations. (Author/LS)

(155) ED 045 760 Godfrey, Ernestine (Ed.) INTELLIGENCE, ACHIEVEMENT, SELF-CONCEPTS, AND ATTITUDES AMONG 1216 TYPICAL SIXTH-AND SEVENTH-GRADE STUDENTS IN FOURTEEN NORTH CAROLINA PUBLIC SCHOOLS: PRELIMINARY RESULTS OF A STUDY CONDUCTED JANUARY 1970. Winston-Salem: North Carolina Advancement School, 1970. MF-$0.65 HC-$3.29 25P.

The North Carolina Advancement School's program centers around improving the students' self concept, attitudes, and responsibility for learning. To obtain state-wide norms on attitudes, self concept, responsibility for learning, and intelligence and achievement, the School, with the cooperation of selected public schools, tested a total of 1,216 students. The data collected are in the process of being further analyzed; however, some preliminary comparisons on attitudes indicate that the Advancement School program has effected changes toward the norm. (Author/JW)

(156) ED 045 049 Goldberg, Lewis R. STUDENT PERSONALITY CHARACTERISTICS AND OPTIMAL COLLEGE LEARNING CONDITIONS. FINAL REPORT. BR-6-1693, Eugene: Oregon Research Institute; Eugene: Oregon University, 1969. MF-$0.65 HC-$9.87 291P.

The general purpose of this research project was to discover those personality characteristics which differentiate college students who tend to learn more effectively from one instructional format than from another. The report describes the problem and methodology used, the main effects, the major trait-by-treatment interactions and the construction of new empirical interaction scales. (Author/AF)

(157) ED 043 078 Goldenberg, I. Ira. PSYCHOTHERAPY AND PSYCHOTHERAPIST: THE NON-PROFESSIONAL AS CLINICIAN CHANGE AGENT. Cambridge, Mass.: Harvard University; Washington, D.C.: American Psychological Association, 1970. MF-$0.65 HC-$3.29 12P.

Psychotherapy was indicted and challenged because of its failure to recognize the negative impact of social, political and economic institutions on so many of its clients. The use of non-professionals was proposed for psychotherapy which couples individual remediation with attempts at institutional change. A residential youth center in a large city ghetto used non-professionals in work with 20 difficult youngsters. Increased work attendance and incomes, and decreased arrests and time in jail resulted. (TL)

(158) ED 042 560 Goodner, James; and Others. CHARACTERISTICS AND ATTITUDES OF 1968 HASKELL INSTITUTE STUDENTS. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES III, NO. 6, FINAL REPORT. Chicago: Chicago University; Minneapolis: Training Center for Community Programs, Minnesota University, 1970. MF-$0.65 HC-$3.29 83P.

The survey questionnaire contained 33 items designed to elicit information on student attitudes toward the institute, cultural background, religious preferences, friendship patterns, and vocational preferences. Profiles are provided separately for all respondents, male respondents, and female respondents in the 99 tables which conclude this report. (LS)

(159) ED 046 366 Goodrich, Andrew L. A SURVEY OF SELECTED COMMUNITY SERVICES PROGRAMS FOR THE DISADVANTAGED AT INNER-CITY COMMUNITY COLLEGES. 1969. Not available from EDRS. Available from University Microfilms. 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 (Order No. 70-20,462 MF-$4.00 Xerography-$7.40) 160P.

This study investigated community service programs for the disadvantaged at inner-city community colleges to construct a descriptive history of the various programs' origins, development, and essential components. An analysis of the data led to the following major conclusions: (1) the institutions involved in this study have implemented specific programs to improve the quality of life for the disadvantaged; (2) the efforts of these programs to meet the educational and economic needs of the inner-city disadvantaged citizens are paving the way for more intensive involvement in the near future; and (3) the programs included in this study are responding to the need for intensified recruitment of and supportive services for disadvantaged citizens. (Author/JO)

(160) ED 043 909 Goodwin, Dwight L. BEHAVIORAL VS. NON-BEHAVIORAL COUNSELING: THE INTERVIEW PROCESS. San Jose, Calif.: San Jose State College; Santa Clara, Calif.: Santa Clara Unified School District, 1969. MF-$0.65 HC-$3.29 9P.

This paper contrasts a behavioral and nonbehavioral counseling approach. In behavioralism, treatment consists of a careful analysis of the environmental contingencies and a program for behavior change generated in the consultation relationship between the counselor and his client. Emphasis is placed upon a precise definition of the target behaviors and the ongoing collection of data regarding the rate of this behavior. After analysis, the counselor applies psychoeducational techniques to promote change. (KJ)

(161) ED 043 332 Gordon, Anthony T. EVALUATION OF THE SECOND YEAR OF OPERATION OF THE CONTRA COSTA MOBILE COUNSELING CENTER. San Pablo, Calif.: Contra Costa College, (1970). MF-$0.65 HC-$3.29 26P.

Second year operations of this mobile center have validated many of the assumptions on which it was founded including a reduction in the communications gap between Contra Costa College and the community at large. A questionnaire completed by 80 counselees indicated that 80 per cent came to the counseling center to receive college or career planning information, 93 per cent felt they were helped there, and 100 per cent would not only use the center again, but would also recommend that their friends use it. (JO)

(162) ED 047 106 Gould, Richard J. GUIDE TO FUNDING NEW CAREERS PROGRAMS. REVISED EDITION. New York: New Careers Development Center, New York University, 1969. Not available from EDRS. Available from New Careers Training Lab., 184 5th Ave., New York, N.Y. 10010 136P.

This manual provides an outline of the federal programs available which actually or potentially support New Careers programs, and suggests some methods for increasing the chances of getting funds. Three sections cover: (1) Trends in New Careers Legislation, (2) Improving Funding Opportunities, and (3) A Legislative Summary. (CD)

(163) ED 043 048 Grimes, Richard M.; and Others. A SYSTEMS APPROACH TO THE DESIGN OF A MODEL UNDERGRADUATE CURRICULUM FOR HEALTH EDUCATORS. (1968). MF-$0.65 HC-$3.29 20P.

This report presents a health education curriculum designed to train professionals to function in the combined capacity of community and school health educators. It is suggested that the components of the program include recruitment, guidance, education, and placement of the students. (Author/RSM)

(164) ED 043 926 Grossman, Bruce D. A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN ANXIETY AND LEARNING IN YOUNG CHILDREN. FINAL REPORT. Hempstead, N.Y.: Hofstra University, 1969. MF-$0.65 HC-$3.29 57P.

It was predicted that with young children, anxiety is likely to have a debilitating effect on their standardized test scores as well as on teachers' rating of their competence. This hypothesis is generally supported. Results suggest that concern about success and failure is more apt to be part of a general anxiety for the older children, particularly for girls, reflecting the fact that competition is generally less acceptable for girls than boys in our society. (Author/CJ)

(165) ED 045 243 Guerra, Manuel H. THE MEXICAN-AMERICAN CHILD: PROBLEMS OR TALENTS? Sacramento: California State Department of Education, 1965. MF-$0.65 HC-$3.29 21P.

In discussing the moral issue of social and economic injustice as related to Mexican Americans, the author cited the need for (1) sincere efforts to understand the culturally different child, (2) recognition of his talents and problems, (3) reinforcement of his self-confidence, (4) appropriate educational and guidance programs, (5) appropriate teacher preparatory schools and in-service workshops, (6) equal social and economic opportunities, and (7) cooperation of all segments of society. (EJ)

(166) ED 043 083 Guilford, Joan S. DEVELOPMENT OF A VALUES INVENTORY FOR GRADES 1 THROUGH 3 IN FIVE ETHNIC GROUPS. PROGRESS REPORT. BR-0-0196, Torrance, Calif.: General Behavioral Systems, Inc., 1970. MF-$0.65 HC-$6.58 191P.

Tasks included: (1) identifying the dimensions of value; (2) constructing the item pool, all of which was to be pictorial; (3) developing a test format; (4) developing instructions; (5) pretesting items; (6) scheduling the final testing; and (7) preparing the test in final form. (TL)

(167) ED 041 329 Guinan, James F. PERSONAL GROWTH AS A THEORETICAL ORIENTATION. Bowling Green, Ohio: Bowling Green State University, 1970. MF-$0.65 HC-$3.29 7P.

This discussion entails some notions of the nature of creativity, the process of authentic risk-taking, and the person of the counselor in creating and taking risks. The emergence of group activities has been directed at providing personal growth experiences, and the counselor must take up the task of creating a situation where these goals might be achieved. Counselors must become an integral part of education, dedicated to the development of competent and complete human beings. (KJ)

(168) ED 045 893 Gurin, Gerald. A NATIONAL ATTITUDE STUDY OF TRAINEES IN MDTA INSTITUTIONAL PROGRAMS. FINAL REPORT. Ann Arbor: Survey Research Center, University of Michigan, 1970. Not available from EDRS. Available from National Technical Information Service, Springfield, Va. 22151 (PB-193-723, MF-$0.95 HC-$3.00) 268P.

Covering 5,891 trainees in a nationwide sample of 324 Manpower Development and Training Act (MDTA) classes, this longitudinal study concentrated on how trainee attitudes and motives relate to program completion versus dropping out, and to subsequent job histories. Wage rate, extent or duration of employment, completion, dropout status (for employment, for other reasons, or discharged), and relevance of MDTA training to subsequent work, were used as major criteria of program success. Racial and sex differences in life cycle stage (marital and family status), economic resources and pressures, attitudes toward work and skill learning, efficacy (sense of control over one's fate), self-concept, and values, were surveyed by questionnaire. (LY)

(169) ED 045 912 Hadden, Marise Alvena Tabor Bell. AN ANAYLSIS OF THE EMERGING ROLES OF THE PARA-PROFESSIONAL SCHOOL-COMMUNITY ADIE WITH IMPLICATIONS FOR STRATEGIES OF SOCIAL CHANGE IN DISADVANTAGED AREAS. Ann Arbor; University of Michigan, 1969. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor Mich. 48106 (Order No. 70-4095, MF-$3.00 X-$9.90) 216P.

This study analyzed the use of paraprofessionals as school-community workers. The purpose was to examine perceptions and expectations of this position in order to: (1) organize a framework for the emerging role of the indigenous school-community worker in urban disadvantaged areas; (2) make recommendations for use of these persons; and (3) show the implications of such auxiliary personnel. Findings revealed conflicting perceptions and expectations; but there was a high degree of support of the counselor's effectivenss by parents. Findings suggested that the supervision, orientation, and training of counselors needed to be improved. (Author/PT)

(170) ED 041 317 Hall, Samuel M., Jr.; and Others. DEVELOPING CAREER COUNSELING SERVICES AT A PREDOMINATELY BLACK COLLEGE: IMPLICATIONS FOR MORE EFFECTIVE PROGRAMS FOR BLACK STUDENTS AT "WHITE" COLLEGES OR UNIVERSITIES. American College Personnel Association, 1970. MF-$0.65 HC-$3.29 25P.

The document presents a brief historical background leading to the development of career counseling services at Delaware State College. Also investigated are current business and industrial trends to steer black students toward a usable career. Mechanisms of vocational counseling are discussed. (Author/MC)

(171) ED 045 189 Hamilton, Marshall L. EVALUATION OF A PARENT AND CHILD CENTER PROGRAM. 1970. MF-$0.65 HC-$3.29 16P.

In the intervention program described, children under three years of age are given a nursery school type of experience five days a week for eight or more hours a day, with program emphasis on stimulating retarded development. Mothers are given inservice training averaging three hours per week. Data are reported for an 11-month period on 18 families from two centers that primarily serve Chicano migrant families. Conclusions must be tentative in the absence of a control group, but posttest scores indicated a significant improvement in the amount and quality of developmental home stimulation. Subtest scores showed the greatest improvement in the areas of language development and developmental and vocal stimulation. (NH)

(172) ED 043 042 Haney, Gerald; and Others. CONFIDENTIALITY AND THE SCHOOL COUNSELOR. COMMENTS ON INSPECTION OF PUBLIC SCHOOL RECORDS AND COUNSELOR PRIVILEGED COMMUNICATIONS. Topeka: Kansas State Department of Public Instruction, (1970). MF-$0.65 HC-$3.29 36P.

Counselors are seeking assurances that they will not be sued because of the nature of their profession in handling records, information about students, and the release of this information. Each state should construct guidelines to give assistance in understanding and protection of the confidential information given to the counselors. A second article compiles some of the Kansas laws, legal opinions, and position papers that give insight into the problems and the position of the Kansas counselor as it relates to the problem of confidentiality. (SJ)

(173) ED 041 326 Hardee, Melvene D., and Mayhew, Lewis B. FACULTY ADVISING IN COLLEGES AND UNIVERSITIES. STUDENT PERSONNEL SERIES. NUMBER NINE. Washington, D.C.: American Personnel and Guidance Association; Tallahassee: Florida State University; Stanford, Calif.: Stanford University, 1970. Not available from EDRS. Available from American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009 42P.

The practice of faculty advising is discussed in this monograph. The monograph concludes with projections for the future of advising, computer assistance, student advising, and student self-help. (KJ)

(174) ED 042 214 Harkins, Arthur M.; and Others. JUNIOR HIGH INDIAN CHILDREN IN MINNEAPOLIS: A STUDY OF ONE PROBLEM SCHOOL. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. Minneapolis: Training Center for Community Programs, Minnesota University, 1970. MF-$0.65 HC-$3.29 87P.

Some findings of the Special Subcommittee of Indian Education are of direct importance since this report seeks to find where these findings apply to one particular junior high school and where the general findings do not appear adequate for this school. The Task Force Report of 1969 is presented, followed by a plan for Bryant Junior High. The Task Force Report of 1970 is then given. (KJ)

(175) ED 042 421 Harms, Herman Edward. THE CONCEPT OF IN LOCO PARENTIS IN HIGHER EDUCATION. Gainesville: Institute of Higher Education, Florida University, 1970. MF-$0.65 HC-$3.29 34P.

This paper examines the evolution of the concept and discusses 29 court cases, beginning with a case heard in a Maine court in 1847. Recent evidence from court cases shows that, though there has been some turning away from the concept, a semantic change in definition may be evolving. There appears to be recognition of the inherent right of educational institutions to control students. (AF)

(176) ED 043 910 Harper, Frederick D. THE STUDENT PERSONNEL WORKER'S COMMITMENT TO ELIMINATING RACISM. Tallahasse: Florida State University, 1970. MF-$0.65 HC-$3.29 8P.

American society, its schools, students and professionals are likely to be racist. In determining possibilities for change, fragments of both black and white behavior as they might exist in the university system are examined. As a general implication, counselors and other professional personnel must make commitments in the form of action in changing themselves and in changing the university. (Author)

(177) ED 042 824 Harris, Beatrice, and Brody, Lawrence. DISCOVERING AND DEVELOPING THE COLLEGE POTENTIAL OF DISADVANTAGED HIGH SCHOOL YOUTH: A REPORT OF THE FOURTH YEAR OF LONGITUDINAL STUDY ON THE COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM. New York: Division of Teacher Education, City University of New York, 1970. MF-$0.65 HC-$6.58 152P.

Third and fourth year students viewed on the basis of past achievement and socioeconomic data as students who would most likely not complete high school, went on to reverse this prognosis in a remarkable manner. (RJ)

(178) ED 043 059 Harris, Eileen M. A MEASUREMENT OF ALIENATION IN COLLEGE STUDENT MARIJUANA USERS AND NON-USERS. Carbondale: Southern Illinois University, (1969). MF-$0.65 HC-$3.29 10P.

Statistical analyses were performed to discover relationships: (1) between background information and marijuana usage and alienation, and (2) among more than two respondent characteristics and marijuana use and alienation. Some conclusions were: (1) marijuana users are more alienated than non-users, (2) alienation is increasing among college youth, and (3) marijuana usage has increased among college students. Characteristics of students more likely to use marijuana or evidence alienation are listed. (TL)

(179) ED 042 506 Harrison, Frederica, and Thogerson, Ann. A PARENT-CHILD CENTER, NOVEMBER-DECEMBER 1968. Durham, N.C.: Duke University, 1968. MF-$0.65 HC-$3.29 25P.

A Parent-Child Center Program was designed to test the theory that a major cause of a disadvantaged child's academic problems is the lack of proper maternal support. Measures taken of both mothers and children provided descriptions of subjects, program evaluation, and evaluation of the measuring instruments used. The program activities were judged to be appropriate for the subjects. (MH)

(180) ED 043 799 Harvey, James. PREVENTING COLLEGE DROPOUTS: A REVIEW. Washington, D.C.: ERIC Clearinghouse on Higher Education, 1970. MF-$0.65 HC-$3.29 4P.

This issue of CURRENTS reviews some of the programs aimed at early identification of the potential dropout and prevention of his withdrawal through the provision of special services. Other programs deal with "last ditch" measures by the university to keep the student in school and with efforts to retrieve the student once he has dropped out. (Author)

(181) ED 044 217 Havighurst, Robert J. THE INDIAN SELF-IMAGE AS EVALUATED WITH THE SEMANTIC DIFFERENTIAL. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES III, No. 9. FINAL REPORT. BR-8-0147, Chicago: Chicago University, 1970. MF-$0.65 HC-$3.29 11P.

The self-image of the Indian student was evaluated with the Semantic Differential (SD) in terms of attitudes toward self as well as toward other persons or institutions. The study concluded that, given a like socioeconomic status, Indians have about the same level of self-evaluation as non-Indians. Some evidence indicated that Indian girls are slightly more self-critical than Indian boys. (EL)

(182) ED 046 031 Hawley, Peggy. THE RELATIONSHIP OF WOMEN'S PERCEPTIONS OF MEN'S VIEWS OF THE

FEMININE IDEAL TO CAREER CHOICE. BR-9-I-028, San Diego, Calif.: San Diego State College, 1970. MF-$0.65 HC-$3.29 50P.

The results of this study on the relationship between women's career choice and their perception of men's views of the feminine ideal showed that women's perceptions of men's views of the feminine ideal were differentially related to the careers for which they were preparing. The math science subjects are more non-conforming in their choice of careers while counselors are more non-conforming in regard to their husbands wishes. (Author/KJ)

(183) ED 044 732 Hayman, Ed. SUMMER PRECOLLEGE SEMINAR. CAMELOT. THE CHALLENGE STORY. Flint: Michigan University; Flint, Mich.: Flint Journal; Flint, Mich.: C.S. Mott Foundation, 1970. MF-$0.65 HC-$3.29 69P.

The first paper discusses the 1970 Pre-college Seminar conducted by the University of Michigan Flint College for Flint high school students. The second paper discusses Challenge, a program attempting to locate, recruit, tutor and counsel inner-city underachievers. It is also designed to train high school counselors to work with students whose potential has not been accurately measured. (Author/KJ)

(184) ED 044 753 Heaps, Richard A. CHARACTERISTICS AND PERCEPTIONS OF ACTUAL AND POTENTIAL COUNSELING CENTER CLIENTS: IMPLICATIONS FOR PROGRAM DEVELOPMENT. RESEARCH AND DEVELOPMENT REPORT NUMBER 27. Salt Lake City: Utah University, 1970. MF-$0.65 HC-$3.29 49P.

A stratified sample of 808 University of Utah students were asked to respond to questions about the counseling service. In addition, data was collected on the center's actual client population and its reaction to services received. Major suggestions for program development, based on the data, included: (1) better publicity; (2) a wider variety of creative group counseling approaches; and (3) a flexible educational-vocational counseling program component. (TL)

(185) ED 046 016 Heaps, Richard A.; and Others. STUDENT AWARENESS OF THE UNIVERSITY OF UTAH COUNSELING CENTER. RESEARCH REPORT 25.; CLIENT'S COUNSELING EVALUATION INVENTORY RATINGS OF COUNSELORS AND ACADEMIC RECOVERY THROUGH STRUCTURED GROUP COUNSELING. RESEARCH REPORT 23. Salt Lake City: Utah University, 1970. MF-$0.65 HC-$3.29 35P.

The results of the study on clients' counseling evaluation inventory ratings of counselors showed that counseling success varies as a function of counselor comfort, and that counselors tend to become more comfortable with experience. The results in the second paper on student awareness of the Counseling Center showed that whether students had been to and/or heard of the Center was related to their perception of the Center's service function. (Author/KJ)

(186) ED 044 740 Heath, Comer III. RACE AND THE ELEMENTARY SCHOOL COUNSELOR. Michigan Elementary School Guidance Association, 1970. MF-$0.65 HC-$3.29 11P.

Because of controversy concerning relevant and meaningful educational opportunities for the lower socio-economic black students, white educators of black students have been singled out for review and challenge. The task of the elementary counselor in an urban setting is to be cognizant of all the factors which play an important part upon the cultural values and self-concept of his Black counselees. (Author/KJ)

(187) ED 041 986 Heath, G. Louis. BERKELEY'S EDUCATIONAL OPPORTUNITY PROGRAM. (1968). MF-$0.65 HC-$3.29 11P.

The Berkeley campus of the University of California has initiated the Educational Opportunity Plan (EOP) to recruit disadvantaged students and provide financial support, tutoring, and counseling. The Berkeley EOP has been successful as evidenced by an independent evaluation by the Southern Educational Foundation. (RJ)

(188) ED 047 348 Heath, G. Louis. PORTRAIT OF THE HIGH SCHOOL REBEL. Normal: Illinois State University, 1970. MF-$0.65 HC-$3.29 18P.

Data analysis indicates that the rebel: (1) is extremely anxious about his future, (2) feels that teachers want students to be quiet, (3) is a terminal student in a system which is primarily college preparatory, and (4) is not facilitated by the curriculum in a satisfactory identity development. Individualized curricula and workstudy programs are urged. (TL)

(189) ED 046 358 Heibron, Louis H. RELEVANCE FOR TOWN AND GOWN. Oakland, Calif.: Western College Association, 1970. MF-$0.65 HC-$3.29 10P.

The faith of the Town in the ultimate value of U.S. mass higher education remains intact although it does ask that the students understand its perplexities, its diverse interests, its incredible interdependence, and its aspirations, and feel a commitment to the community. Higher education will have to change to accommodate to changing needs and demands. These changes should include: (1) a major overhaul of college teaching; (2) modification of graduate degrees; (3) expansion of the interdisciplinary approach; (4) abandonment of lectures that repeat books; (5) increase of reading assignments; (6) fewer and more comprehensive examinations; (7) strengthening of the junior college; (8) greater exchange between Town and Gown; (9) increased student participation in decision making; (10) making history a required subject; and (11) the reconstitution of the college presidency. (AF)

(190) ED 042 834 Helms, Lelia. FINAL REPORT. SURVEY OF PENFIELD SCHOOL DISTRICT RESIDENTS' REACTIONS TO THE PENFIELD-ROCHESTER TRANSFER PROGRAM. 1970. MF-$0.65 HC-Not available from EDRS. 39P.

Little real polarization appears to have taken place among respondents contrary to expectations. In the community in general the transfer program is not a controversial issue and has received little attention in the newspapers. At present the transfer program continues to function smoothly although the potential for dissent within the community is latent. (Author/JM)

(191) ED 041 828 Henderson, George. PROGRAMS TO ALTER NEGATIVE ATTITUDES TOWARD INTEGRATION; AN EXPLORATORY STUDY AND REVIEW OF LITERATURE. Washington, D.C.: American Federation of Teachers; Norman: Oklahoma University, 1970. MF-$0.65 HC-$3.29 24P.

This paper contains a review of related literature and an exploratory study of public school district programs aimed at altering negative staff atttitudes toward racial integration. (JS)

(192) ED 044 741 Herzog, Elizabeth; and Others. YOUTH REPORTERS DISCUSS "PROBLEM" DRUGS. YOUTH REPORTS NUMBER 2. Washington, D.C.: Department of Health, Education, and Welfare, 1970. MF-$0.65 HC-Not available from EDRS. Available from Superintendent in Documents, United States Government Printing Office, Washington, D.C. 20402 ($0.50) 52P.

Results of this study on drugs by high school students showed: (1) at least half of the respondents indicate that they had some information about the effect of drugs and had some ability to differentiate between different kinds; (2) almost none reflect unqualified approval of drug use or users; (3) almost half accept the use of marijuana; (4) educational campaigns designed to decrease drug use are recommended. (Author/KJ)

(193) ED 044 868 Heyder, Dietrich W.; and Others. PROBLEM-SOLVING IN RETARDED ADOLESCENTS AND YOUNG ADULTS: FINDINGS OF A GROUP PSYCHO-THERAPY PROGRAM. Norfolk, Va.: Tidewater Association for Retarded Children, 1970. MF-$0.65 HC-$3.29 8P.

To compare differences in skills and self concept and to show the significance of the admission age and quality of special educational opportunities, a study was made involving 27 persons who had attended regular and/or special education classes. The most significant finding of the study revealed a positive relationship between participation in special education programs and an advanced social, educational, and emotional growth. The importance of early exposure to special programs was also indicated. (RD)

(194) ED 042 918 Holcomb, Beverly J. TRAINING THE SOCIO-ECONOMICALLY DISADVANTAGED; A SELECTED ANNOTATED BIBLIOGRAPHY. Little Rock: Division of Vocational Education, Arkansas State Department of Education, 1969. MF-$0.65 HC-$9.87 221P.

This annotated bibliography presents a collection of readings which should be of interest to persons charged with the responsibility of planning programs dealing with the education, counseling, and socialization of the socioeconomically disadvantaged. (Author/JS)

(195) ED 043 892 Holland, John L. A THEORY-RIDDEN, COMPUTERLESS, IMPERSONAL VOCATIONAL GUIDANCE SYSTEM. Baltimore: Center for the Study of Social Organization of Schools, Johns Hopkins University, 1970. MF-$0.65 HC-$3.29 16P.

The Self Directed Search for Educational and Vocational Planning (SDS) was described. It is a self-administered, self-scored, and self-interpreted vocational counseling tool based on a theory of personality types and environmental models. Results of its use with 5,000 widely divergent subjects indicated: (1) 50% like it; (2) the other 50% could use vocational counseling; (3) it is applicable to a wide age range; and (4) it has numerous desirable qualities. (TL)

(196) ED 044 534 Holland, John L.; and Others. A PSYCHOLOGICAL CLASSIFICATION OF OCCUPATIONS. BR-6-1610, Baltimore, Md.: Center for the Study of Social Organization of Schools, Johns Hopkins University, 1970. MF-$0.65 HC-$3.29 72P.

This occupational classification for practical and theoretical use in vocational guidance, occupational research, vocational education, and social science rests upon a theory of personality types and includes 431 common occupations which comprise about 95 percent of the United States labor force. Each of the classification's six main classes (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) includes five to 16 subclasses. Within each subclass, occupations are arranged according to the number of years of general educational development required to perform them. The construction of the classification, an evaluation of its usefulness, and some illustrations of its potential practical value are outlined. (Author/SB)

(197) ED 043 062 Homles, Grace W. STUDENT PROTEST AND THE LAW. Ann Arbor: Institute of Continuing Legal Education, Michigan University, 1969. Not available from EDRS. Available from Institute of Continuing Legal Education, Hutchins Hall, Ann Arbor, Mich. 48104 399P.

This book is a transcript of a forum involving men who have dealt directly and variously with the problem of student protest. Specific considerations include: (1) the goals, functions, responsibilities and limitations of the University; (2) the University's response to disruptive behavior; (3) the dimensions, scope, and causes of campus unrest, reactions to it and possibilities for alleviation; (4) the array of sanctions and their application; (5) the school and the student in court and the difficulties involved; (6) the dual jurisdiction of campus and community and consequent problems; and (7) constitutional considerations. (TL)

(198) ED 046 040 Houghton, Hubert W., and Trexler, Laura M. INVENTORY OF COUNSELOR EDUCATION PROGRAMS, 1965-1966. 1967. MF-$0.65 HC-$3.29 58P.

This bulletin offers information which should be useful to counselor educators, state supervisory staffs in guidance, college administrators, potential counselor trainees, and counselors desiring advanced training. Responses were received from 297, or 88.4 percent of the 336 colleges and universities known to offer such programs. Data are summarized and presented in tabular and narrative form to indicate the characteristics of the programs in institutions. (NE)

(199) ED 046 060 Hoy, Wayne K. AN INVESTIGATION OF THE RELATIONSHIPS BETWEEN CHARACTERISTICS OF SECONDARY SCHOOLS AND STUDENT ALIENATION. FINAL REPORT. BR-9-B-160, New Brunswick, N.J.: Rutgers, The State University, 1971, MF-$0.65 HC-$6.58 169P.

From study results, a prototypic high school with a high degree of alienation might be sketched as a school characterized by the following: a more custodial pupil control orientation, a more "closed" organizational climate, a lower percentage of minority students, higher equalized valuation per students, larger and non-urban. (Author/CJ)

(200) ED 045 039 Hull, Dale. MATURITY AS A VARIABLE IN PREDICTING ACADEMIC SUCCESS. Columbia.: College of Education, Missouri University, 1970. MF-$0.65 HC-$3.29 12P.

A random sample of 15 female students each was drawn from two groups of entering freshmen. In the first group were those whose birthdates fell from 1924-1947, and in the second group were those with birthdates in 1950 to 1951. The results indicated that the mean of obtained GPA's for the older group was 2.67 as compared with 2.22 for the younger group, with near identical GI's. For the older group, the correlation between GPA and GI was significantly different from 0. The older group made .6 grade points greater than predicted; the younger group only .1 greater. (AF)

(201) ED 043 060 Ivey, Allen E., and Rollin, Stephen A. THE HUMAN RELATIONS PERFORMANCE CURRICULUM: A COMMITMENT TO INTENTIONALITY. Amherst: Massachusetts University, 1970. MF-$0.65 HC-$3.29 15P.

The curriculum is designed to give teacher trainees a set of behaviors and a method useful not only in teaching human relations, but teaching in other areas as well. Specific skills in an area of human relations behavior are arranged in a hierarchical fashion which must be performed progressively and successfully. (TL)

(202) ED 043 690 Jensen, Arthur R., and Rohwer, William D., Jr. AN EXPERIMENTAL ANALYSIS OF LEARNING ABILITIES IN CULTURALLY DISADVANTAGED CHILDREN. FINAL REPORT. Berkeley: California University, 1970. MF-$0.65 HC-$9.87 205P.

The studies focus on: a two-level theory of mental abilities; the organization of abilities in preschool children; level I and level II performance in low and middle socioeconomic status (SES) elementary school children; relationship of the "Draw-a-Man" Test to level I and level II; comparison of "culture-loaded" and "culture-fair" tests; social class differences in free recall of categorized and uncategorized lists; mental elaboration and learning proficiency; ethnicity-SES and learning proficiency; and, elaboration training and paired associate learning efficiency in children. (RJ)

(203) ED 044 729 Johnson, David W. THE EFFICACY OF ROLE REVERSAL: WARMTH OF INTERACTION, ACCURACY OF UNDERSTANDING AND THE PROPOSAL OF COMPROMISES. Minneapolis: Minnesota University, 1970. MF-$0.65 HC-$3.29 10P.

One hundred and twenty eight liberal arts students took part in a two-phase, intergroup competition procedure to test three variables thought to mediate the effectiveness of role reversal as a technique in conflict resolution. These three were: (1) warmth of interaction; (2) accuracy of understanding; and (3) the proposal of compromises. Results indicated a positive correlation among all three and successful conflict resolution. (TL)

(204) ED 042 194 Johnson, Richard W. (Ed.) USE OF INTEREST INVENTORIES WITH WOMEN. VOLUME 3, NUMBER 13. COUNSELING CENTER REPORTS. Madison: Counseling Center, Wisconsin University, 1970. MF-$0.65 HC-$3.29 35P.

Questions considered were: (1) are interest inventories too dependent on particular criterion groups to be of much value in counseling? (2) what factors are associated with a change in measured interests? and (3) are interest inventories valid for female clients? Issues pertaining to scale development reliability, validity, test usefulness, and profile interpretations are critically evaluated. (Author/KJ)

(205) ED 042 180 Johnston, E.F.; and Others. AN EDUCATIONAL DEVELOPMENT SERVICES IN A COMMUNITY COLLEGE. Calgary (Alberta) Canada: Mount Royal College, 1970. MF-$0.65 HC-$3.29 32P.

Six procedural tenets are listed: (1) the service will attempt to meet new needs of the community college; (2) all programs of the service should remain integrated to avoid departmentalization; (3) the service will try to maintain a small staff student ratio; (4) the service will be decentralized to operate throughout the campus; (5) the program will be concerned with all students and go to them for suggestions; and (6) the college strives for a staff which exemplifies faith, understanding and acceptance. Three basic functions of the program are discussed: (1) remedial and rehabilitative; (2) preventive; and (3) educative and developmental. (MC/Author)

(206) ED 041 298 Jones, G. Brian; and Others. PLANNING AND IMPLEMENTING A COMPREHENSIVE CAREER SYSTEM OF INDIVIDUALIZED GUIDANCE. DESCRIPTION OF A PROGRAM FOR EFFECTIVE PERSONAL PROBLEM SOLVING. THE CCGS PERSONAL AND SOCIAL DEVELOPMENT PROGRAM. Palo Alto, Calif.: American Institute for Research in Behavioral Sciences; Washington, D.C.: American Personnel and Guidance Association; Santa Clara, Calif.: Santa Clara Unified School District, 1970. MF-$0.65 HC-$3.29 24P.

The Comprehensive Career Guidance System (CCGS) is a systematic approach to the development and evaluation of guidance oriented objectives and related instructional and evaluation experiences for students and parents. A description of two components is presented: (1) a program which deals with meeting Personal Problem Solving Needs, and (2) one devoted to behavior assessment and modification in learning and interpersonal development. (TL)

(207) ED 042 449 Jones, Milton O. IN-SERVICE TRAINING FOR STUDENT PERSONNEL WORKERS--A PRACTICUM APPROACH AT CLEARWATER CAMPUS. Speech delivered at the American College Personnel Association 1970 Conference, St. Louis, Mo., March 16, 1970. MF-$0.65 HC-Not available from EDRS. 5P.

Recent advances in counseling theory and research were discussed and critiques of taped counseling sessions were conducted. Most participants felt the program had positive results, especially in the areas of self evaluation and technique improvement. (JO)

(208) ED 042 450 Jones, Milton O. PARAPROFESSIONALS AT CLEARWATER CAMPUS. Speech delivered at the American College Personnel Association 1970 Conference, St. Louis, Mo., March 16, 1970. MF-$0.65 HC-$3.29 5P.

Paraprofessionals perform such clerical and administrative tasks as programming courses, scheduling students in classes, and assisting in the registration process. This allows the counseling staff more time for ongoing developmental counseling. Experience to date has shown that the paraprofessional is more efficient than the faculty advisor in providing up-to-date program information. (JO)

(209) ED 041 630 Jose, Jean. TEACHER-PUPIL INTERACTION AS IT RELATES TO ATTEMPTED CHANGES IN TEACHER EXPECTANCY OF ACADEMIC ABILITY AND ACHIEVEMENT. 1970. MF-$0.65 HC-$3.29 8P.

This study is a partial replication of Rosenthal's (1968) study of teacher expectation in which students falsely identified to teachers as being capable of doing better work showed greater intellectual growth than control students. Results revealed that the experimental group did not make significantly higher gains than the control group on any of the tests. (MH)

(210) ED 046 577 Just, Glen Arthur. AMERICAN INDIAN ATTITUDES TOWARD EDUCATION IN SELECT AREAS OF SOUTH DAKOTA. Vermillion: South Dakota State University, 1970. Not available from EDRS. Available from Inter-Library Loan from the Library at South Dakota State University, Vermillion. 129P.

Two self-defeating assumptions in the literature of American Indian education imply that the Indian lacks motivation, that his cultural orientation prevents him from achieving educationally, and/or that widespread poverty, with its resultant social and physical isolation, intensifies the first two conditions. The present study found an inverse relationship between favorable attitudes toward education and Indian cultural identification. The study found that conditions of limited income did affect educational advancement. Lack of motivation to pursue college programs was found to be positively associated with increased identification and/or acceptance of the white culture. (JH)

(211) ED 044 167 Kagan, Jerome. ON CLASS DIFFERENCES AND EARLY DEVELOPMENT. New York: Carnegie Corporation; Bethesda, Md.: National Institute of Child Health and Human Development (NIH), 1969. MF-$0.65 HC-$3.29 26P.

The middle class child, compared to the lower class child, generally exhibits (1) better language comprehension and expression; (2) richer schema development, involving mental preparation for the unusual; (3) stronger attachment to the mother, making him more receptive to adoption of her values and prohibitions; (4) less impulsive action; (5) a better sense of his potential effectiveness; (6) more motivation for school defined tasks; and (7) greater expectation of success at intellectual problems. Data from two studies are offered in support of some of these hypotheses. It is important that lower class mothers be shown how they can become effective change agents in their children's lives. (NH)

(212) ED 043 066 Kanun, Clara, and Reinertsen, David. AN EVALUATION OF AN EXPERIMENTAL PROGRAM ON ALCOHOLISM AND OTHER DRUG ABUSE COUNSELING. St. Paul: Minnesota University, 1970. MF-$0.65 HC-$3.29 53P.

Two primary course goals are identified: (1) the training of counselors for the rehabilitation of alcohol and drug dependents; and (2) the informing of a broad sweep of professionals in social work, education, nursing and personnel work. Problems encountered included: (1) ambiguity of course goals, (2) lack of continuity in the lectures, (3) diversity of the students with respect to prior education and experience, and (4) too broad a range of material to be treated in any depth. (TL)

(213) ED 045 017 Kapel, David E., and Wexler, Norman. AN INVESTIGATION OF SELECTED FACTORS IN THE AFFECTIVE DOMAINS OF HIGH RISK BLACK AND REGULAR COLLEGE FRESHMEN. Washington, D.C.: American Educational Research Association, 1970. MF-$0.65 HC-$3.29 16P.

Conceptual differences were found between high-risk and regular students. The rebirth of pride in being black was reflected by the high risk students on all factors. White males tended to be more negative in their feelings toward blacks than white females as far as evaluation was concerned. Blacks had significantly lower acceptance of whites and tended to be more racially sensitive than whites. (Author/AF)

(214) ED 045 005 Katz, Joseph; and Others. EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF ADULT WOMEN. REPORT TO THE COLLEGE ENTRANCE EXAMINATION BOARD. Stanford, Calif.: Institute for Study of Human Problems, Stanford University, 1970. MF-$0.65 HC-$9.87 265P.

Some areas covered in this bibliography are the career choices of undergraduate women, questionnaire responses from alumnae, a content analysis of a selected number of women's magazines in terms of the attitudes toward education, career, and home that are held by middle-class adult women, and a survey of an annotated bibliography of the literature on the educational and occupational situation of adult women. (AF)

(215) ED 046 539 Katz, Lilian G. CONDITION WITH CAUTION: THINK THRICE BEFORE CONDITIONING. (ROUGH DRAFT). BR-0-0288, Urbana, Ill.: ERIC Clearinghouse on Early Childhood Education, 1971. MF-$0.65 HC-$3.29 7P.

Innovative models for education are often quickly adopted. The application of a technique should be carefully thought through in terms of the meaning of the behavior in question. For example, three children may exhibit the same disruptive behavior, or phenotype. Yet the geneses, or genotypes, of the behavior may be very different. The child may have learned this behavior through reinforcement at home or at school; the behavior may be an expression of an emotional injury; it may indicate a lack of social skill or knowledge of alternative ways of response; or there may be other causes. For all genotypes, behavior modification may be successful in changing undesirable behavior, but it does not always address itself to the underlying cause of behavior. (Author/NH)

(216) ED 043 719 Katz, Phyllis A.; and Others. RACIAL ATTITUDES AND PERCEPTION IN BLACK AND WHITE URBAN SCHOOL CHILDREN. Miami Beach, Fla.: Annual Convention of the American Psychological Association, 1970. MF-$0.65 HC-Not available from EDRS. 14P.

The research reported in this paper has three major purposes: to assess the development of racial attitudes in urban children, to evaluate the effects of race of examiner on children's expressed attitudes, and to examine some of the perceptual correlates of racial attitudes. An apparent decline in prejudice with age was obtained on a direct questionnaire and Social Distance Scale, but was not evident on a more indirect measure. This suggests that the effects of social desirability must be considered, even in measuring the attitudes of young children. (Author/JM)

(217) ED 042 010 Kennedy, E.G. CAREER DEVELOPMENT WORKSHOP (TOPEKA, KANSAS, JUNE 1-4, 1969). Topeka: Kansas State Department of Education, 1969. MF-$0.65 HC-$6.58 101P.

Participants attended a four-day workshop designed to help change attitudes and provide for informational exchange in dealing successfully with career development. (SB)

(218) ED 044 111 Kester, Donald L. NOR CAL--AN IMPRESSIVE ACHIEVEMENT: A REVIEW. San Diego: California Junior College Association Annual Convention, 1970. MF-$0.65 HC-$3.29 11P.

NOR CAL, the Northern California Research and Development Group composed of 28 California community colleges, aims at identifying problems in community colleges and alternatives for solving them. This paper is a review of the NOR CAL Attrition Project, a three-year study of potential drop-outs in California community colleges. The study reveals that the low-ability, black male who has low educational goals, little parental encouragement, and a low sense of the importance of college is the one most likely to drop out. (RC)

(219) ED 043 057 Khanna, J.L. HUMAN RELATIONS TRAINING FOR EDUCATORS. FINAL EVALUATION. PROJECT UPPER CUMBERLAND. Livingston, Tenn.: Project Upper Cumberland, 1970. MF-$0.65 HC-$6.58 114P.

Project Upper Cumberland was a three year endeavor which served 16 Tennessee counties. The final report and evaluation, in three documents summarizes the three innovative programs which it engendered: (1) teacher inservice training, emphasizing human relations; (2) a pilot cultural arts program (art, music, drama) for grades 1-12; and (3) a pilot guidance and counseling program for grades 1-9. This portion of the report focuses on human relations training. Positive results are noted in the fact that the inservice program has already been implemented. (TL)

(220) ED 043 439 Khanna, J.L.; and Others. PROJECT UPPER CUMBERLAND, TITLE III ESEA. FINAL REPORT. Livingston, Tenn.: Overton County Board of Education, 1970. MF-$0.65 HC-$9.87 215P.

Project Upper Cumberland--serving 16 Tennessee counties

from July 1, 1967 through September 30, 1970--sponsored a teachers' inservice program emphasizing human relations training, a cultural arts program (grade 1-12), and a guidance and counseling program (grades 1-9). All 3 programs had the general goal of changing and improving attitudes and self concepts of rural mountain children. Teachers participating in the human relations inservice program scored higher on a measure of self actualization, displayed a higher degree of interpersonal thinking, and were more change-oriented than nonparticipating teachers. Children in the cultural arts program showed a tendency toward increased originality and the ability to elaborate on an idea. Both elementary and junior high counseling programs received positive feedback from children and teachers and were credited with improving school morale. The dropout rate for junior high school students participating in the counseling program decreased significantly. (JH)

(221) ED 044 756 Khleif, Bud B. THE SCHOOLING CAREERS OF MILITARY DEPENDENTS: A SOCIO-CULTURAL STUDY. Durham: New Hampshire University, 1970. MF-$0.65 HC-$19.74 567P.

This extensive study seeks to explore the educational careers of military dependents from their own point of view, compare them with local pupils, and supplement those comparisons with views of teachers and principals. Subjects were sixth grade military dependents. Several recommendations are offered for changes within the school which would help create a better academic and social environment for all pupils: changes in staff responsibility to enable the teacher to "teach"; changes in materials and teacher training to ensure respectful treatment of minorities and cultural sub-groups; and more adequate counseling services to alleviate the fears of the mobile pupil. (CJ)

(222) ED 044 742 King, Paul T. PALEOLITHIC COUNSELING --THE GOOD OLD DAYS. Columbia: Missouri University, 1970. MF-$0.65 HC-$3.29 19P.

This paper outlines what clients were like in the "Good Ol' Days," as compared with what they are like now, and the subsequent changes necessary to deal with them. If counseling psychology is to continue to remain viable and relevant, more segments of the profession should become involved in problems that are usurping the minds of the lay public at the present time. (Author/KJ)

(223) ED 043 082 Klausmeier, Herbert J.; and Others. CONCEPT LEARNING: A BIBLIOGRAPHY, JANUARY--JUNE, 1969. TECHNICAL REPORT NUMBER 120. SUPPLEMENT TO TECHNICAL REPORT NUMBER 82. PROJECT ON SITUATIONAL VARIABLES AND EFFICIENCY OF CONCEPT LEARNING. BR-5-0216, Madison: Research and Development Center for Cognitive Learning, Wisconsin University, 1970. MF-$0.65 HC-$3.29 36P.

This report, a supplement to Technical Report Number 82, is designed to aid the researcher concerned with concept learning. It contains: (1) a rationale and strategy for compiling a bibliography of articles concerned with concept learning, (2) a definition of the word concept, (3) a system for classifying articles by their content, (4) a bibliography of relevant articles arranged alphabetically by author, and (5) a bibliography of the articles arranged according to their content. (Author)

(224) ED 046 033 Klausmeier, Herbert J.; and Others. CONCEPT LEARNING: A BIBLIOGRAPHY, JULY-DECEMBER, 1969. A SUPPLEMENT TO TECHNICAL REPORT NUMBER 82. TECHNICAL REPORT NUMBER 147. REPORT FROM THE PROJECT ON SITUATIONAL VARIABLES AND EFFICIENCY OF CONCEPT LEARNING. Madison: Research and Development Center for Cognitive Learning, Wisconsin University, 1970. MF-$0.65 HC-$3.29 37P.

This report, a supplement to Technical Report Number 82, is designed to aid the researcher concerned with concept learning. It contains: (1) a rationale and strategy for compiling a bibliography of articles concerned with concept learning; (2) a definition of the word 'concept'; (3) a system for classifying articles by their content; (4) a bibliography of relevant articles arranged alphabetically by author; and (5) a bibliography of the articles arranged according to their content. (Author)

(225) ED 047 082 Klein, Edward B., and Gould, Laurence J. EVALUATION OF THE YALE SUMMER HIGH SCHOOL: AN EXPERIMENTAL DEMONSTRATION PROGRAM OF COMPENSATORY EDUCATION FOR DISADVANTAGED HIGH SCHOOL STUDENTS--A TWO YEAR FOLLOW UP AND EVALUATION. FINAL REPORT. BR-6-1761, New Haven, Conn.: Yale University, 1970. MF-$0.65 HC-$6.58 161P.

The Yale Summer High School (YSHS) is an experimental program addressed to the development of high-potential, underachieving students from disadvantaged backgrounds. The initial testing of all groups included personality, intellectual, and background factors. The follow-up involved school performance, college attendance, and other plans. Results indicate that (1) there were no appreciable differences between the experimental and matched control groups; (2) utilization of only the non-matched though highly selected group would have led to an overestimation of the effectiveness of the YSHS program; and (3) such programs might better address themselves to the students who have been ignored by the local public schools. (Author/RJ)

(226) ED 041 573 Knoell, Dorothy M. PEOPLE WHO NEED COLLEGE: A REPORT ON STUDENTS WE HAVE YET TO SERVE. Washington, D.C.: American Association of Junior Colleges, 1970. MF-$0.65 HC-$9.87 204P.

The major objective of this study was to collect information about black youths who might be recruited into community colleges. Another objective was to develop skills and understandings to enable the colleges to work more effectively with these youths. It was found that the students had not taken advantage of locally available college opportunities for various reasons, such as lack of or wrong information about costs, requirements, and programs; lack of confidence in their ability; and a feeling that the educational establishment would also permeate the junior college. The colleges were found to be slow to interest themselves in serving ethnic minority groups. (MC)

(227) ED 045 954 Knox, Alan B. FACTORS RELATED TO EDUCATIVE ACTIVITY BY NON-COLLEGE BOUND YOUNG ADULTS. FINAL REPORT. New York: Teachers College, Columbia University, 1970. MF-$0.65 HC$-3.29 64P.

The purpose of the study was to identify personal and social characteristics that were correlated with extent of educative activity by non-college bound young adults. Categories of variables included prior experience, current outlook, current roles, and mode of occupational and educational decision. The group were fairly active in educative activities, reading books and magazines, using radio and television, and half participating in adult education during the previous year. Many had a more active, curious engaged life style than the others; they had grown up largely in an abundant home environment. It seems that no one category is sufficient to explain adult education participation by non-college bound adults. (EB)

(228) ED 045 050 Knox, John B.; and Others. CLASS ATTENDANCE AS A FACTOR IN THE ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS. FINAL REPORT. BR-8-D-059, Knoxville: Tennessee University, 1969. MF-$0.65 HC-$3.29 79P.

The purpose of this study was to examine the relationship between student performance and selected learner variables, teacher variables, and variations in teaching-learning environments. Particular attention was given to the identification of learner variables associated with performance in two different teaching-learning environments: independent study without student-professor contact and the classroom environment involving student-professor contact in which a combination of lecture and discussion was used. For the total sample there was no significant difference between attenders and non-attenders. (Author/AF)

(229) ED 042 492 Kolb, Doris H., and Etzel, Barbara C. A PROGRAM OF STIMULUS CONTROL FOR ESTABLISHING A ONE-MINUTE WAIT FOR REINFORCEMENT IN PRESCHOOL CHILDREN. PROGRESS REPORT. Lawrence: Head Start Evaluation and Research Center, Kansas University, 1968. MF $0.65 HC-$3.29 30P.

The pause-building training, apparently a prerequisite for successful entry into the training program, was effective, and so was the programmed training for the experimental groups, but only up to the point where discriminative stimuli for not responding were faded out. (MH)

(230) ED 046 137 Konopka, Gisela. GROUP WORK IN THE INSTITUTION: A MODERN CHALLENGE. 1970. Not available from EDRS. Available from Association Press, 291 Broadway, New York, New York 10007 ($7.95) 304P.

The experienced-based textbook on institutional issues for the group worker's training defines the current state of goals and methods of group work as it can apply to the institutional field. Following a discussion of institutions in modern society, social group work institutions for children, unmarried mothers, handicapped children, juvenile delinquents, and the aged, and social group work in prisons is explored. (KW)

(231) ED 042 188 Koplitz, Eugene D. THE SENSITIVITY TRAINING MOVEMENT: PROFESSIONAL IMPLICATIONS FOR ELEMENTARY AND SECONDARY SCHOOL COUNSELING AND TEACHING. Paper presented at the American Personnel and Guidance Association Convention, New Orleans, March, 1970. MF-$0.65 HC-$3.29 18P.

The laboratory movement has developed some power procedures for facilitating human change. The many issues and problems related to this movement should be analyzed and evaluated. Any positive results from a program of systematic evaluation could form the basis for firmly developed institutional and professionalized position for the implementation of the laboratory method. Until this is done, serious reservations must be held regarding the use of sensitivity group sessions with young children, adolescents, and adults. (Author/KJ)

(232) ED 043 051 Kransnow, E. Judith; and Others. AGGRESSIVE BEHAVIOR: RESEARCH IN THE MODIFICATION OF TEACHERS' ATTITUDES. Alexandria, Va.: Alexandria Community Mental Health Center, (1968). MF-$0.65 HC-$3.29 29P.

The program was presented by the Alexandria Community Mental Health Center to 284 elementary teachers from the local community. Teachers were pleased with the format but disappointed in the theoretical content of the workshop, thus raising the question of whether mental health staffs can shift from their need to deal with the theoretical to teachers' needs for receiving direct technical guidance in classroom management of the aggressive child. It also posed the question of whether the mental health staff should be the agent to provide this type of in-service program to teachers. (TL)

(233) ED 046 323 Krause, Duane A. A STUDY OF WORK VALUES AS THEY RELATE TO HOLLAND'S SIX PERSONAL ORIENTATIONS. Columbia: College of Education, Missouri University, 1970. MF-$0.65 HC-$3.29 27P.

This report describes a research project studying the relationship between work and values and college majors, after a brief review of the literature. A random sample of 180 males representing Holland's six categories (realistic, intellectual, social, conventional, enterprising, and artistic) were administered the Work Values Inventory. The six groups varied significantly on nine of the 18 values: (1) social welfare; (2) freedom in work; (3) satisfactory supervision; (4) creativity; (5) variety; (6) material esteem; (7) status; (8) family esteem; and (9) religious esteem. The results of the study seem to indicate that vocational counseling should take these differences into account. (AF)

(234) ED 044 748 Krauskopf, C.J., and Others. THE UNIVERSITY OF MISSOURI SURVEY OF COUNSELING PSYCHOLOGISTS. A SEARCH AND IDENTIFY MISSION. THE COUNSELING PSYCHOLOGIST DISCOVERED: "WHO ARE THEY AND HOW DID THEY GET THAT WAY?" COUNSELING PSYCHOLOGY -- THE ERROR OF THE ASSUMED ESSENCE. Austin: Texas University; Columbia: Missouri University; Washington, D.C.: American Psychological Association; Auburn, Ala.: Auburn University, 1970. MF-$0.65 HC-$3.29 18P.

The survey utilized a stratified random sample of 208 counseling psychology graduates from all schools offering doctorates between 1962 and 1967. Components of their programs, current professional identification, educational background, amount of research since graduation, type of work, and setting in which they function were elicited. Results led the authors to view reorganization of doctoral training and a change in professional role and function as inevitable. (TL)

(235) ED 045 710 Kunert, Kenneth M. USE OF PROFILE ANALYSIS IN PREDICTING ACADEMIC ACHIEVEMENT. Detroit, Mich.: Detroit University, 1970. MF-$0.65 HC-$3.29 8P.

This study attempted to enhance prediction by a more precise identification of the subjects for whom achievement is being predicted. Predictions of academic success, based on the criterion of grade point average (GPA), were made on the basis of a clinical profile interpretation of the four clusters of scales on the California Psychological Inventory (CPI). The results are enigmatic and further investigation is necessary. (LR)

(236) ED 042 564 Kuvlesky, William P. DYNAMICS OF OCCUPATIONAL AND EDUCATIONAL STATUS PROJECTIONS: A THEORETICAL PERSPECTIVE. College Station: Texas Agricultural Experiment Station, 1970. MF-$0.65 HC-$3.29 28P.

An attempt is made at synthesis of a number of broad, and sometimes conflicting theoretical perspectives to provide a relatively coherent framework. This theoretical framework provides a guide for research aimed at illuminating the dynamic aspects of projection of social status through time. (Author)

(237) ED 041 692 Kuvlesky, William P. IMPLICATIONS OF RECENT RESEARCH ON OCCUPATIONAL AND EDUCATIONAL AMBITIONS OF DISADVANTAGED RURAL YOUTH FOR VOCATIONAL EDUCATION. BR-7-0348, Raleigh: State University Center for Occupational Education, North Carolina University, 1970. MF-$0.65 HC-$3.29 23P.

The paper represents a continuing effort at correcting misleading myths about the aspirations and expectations of disadvantaged rural youth. The important conclusion that can be reached from existing research on status projections of rural

youth is that they are projecting, for the most part, a middle-class life style. Most disadvantaged rural youth desire and expect a college education, white-collar jobs, and high prestige. (EJ)

(238) ED 042 204 LaBarre, Maurine. A COMMUNITY PROJECT FOR CONTINUING EDUCATION, HEALTH AND SOCIAL SERVICES FOR PREGNANT SCHOOL GIRLS. Durham, N.C.: Medical Center, Duke University, 1969. MF-$0.65 HC-$3.29 21P.

This report outlines the problem and the needs indicated by research; the organization of community support, the steps in developing and conducting the Pilot Project; data about applicants for the project in 1967-68; the objectives and program outlined in the grant proposal, and the establishment of the Cooperative School in the fall of 1968. (KJ)

(239) ED 046 029 Lambert, Michael J., and Finley, Robert E. THE RELATIONSHIP OF COUNSELOR ATTITUDES TO TRAINING AND EXPERIENCE. RESEARCH AND DEVELOPMENT REPORT NUMBER 29. Salt Lake City: Counseling Center, Utah University, 1970. MF-$0.65 HC-$3.29 15P.

The Test of Counselor Attitudes (Porter) was administered to five groups representing different levels of counselor training and experience. It was concluded that as students receive more training, they demonstrate attitudes that are less evaluative, probing and supportive, and more understanding and interpretive. (TL)

(240) ED 042 203 Lambert, Nadine M.; and Others. ANECDOTAL PROCESSING TO PROMOTE THE LEARNING EXPERIENCE. STRESS OF SCHOOL PROJECT REPORT. Berkeley: California University, 1970. MF-$0.65 HC-$3.29 41P.

The information system, APPLE (Anecdotal Processing to Promote the Learning Experience) was designed to process anecdotal data obtained in schools and integrate it with quantitative measures of pupil characteristics. The basic features of the APPLE system, the APPLE storage and retrieval program and the APPLE supporting programs are specified. Types of behaviors incorporated in the stystem include: (1) academic-intellectual; (2) social-emotional; (3) physical appearance; (4) general; and (5) other. (KJ)

(241) ED 046 014 Land, H. Kenneth, and Allen, Richard F. THE ROLE OF THE COUNSELOR REDEFINED.; BEHAVIOR OF STUDENTS REDEFINED. Washington, D.C.: American Personnel and Guidance Association, 1970. MF-$0.65 HC-$3.29 30P.

The first paper discusses the development of a test, derived from the Devereux Behavior Rating Scale, which is now used to identify potential male underachievers. The four basic factors of the test are aggression, alienation, anxiety, and activity. The second paper discusses the role of counselor, asserting that teachers assume much of the role of counselor, and counselor be responsible for working with more specific difficulties. (Author/KJ)

(242) ED 043 079 Larson, Lyle E. THE RELATIVE INFLUENCE OF PARENT-ADOLESCENT AFFECT IN PREDICTING THE SALIENCE HIERARCHY AMONG YOUTH. Edmonton (Alberta) Canada: Alberta University, 1970. MF-$0.65 HC-$3.29 30P.

This paper, the final one in a series of three, presents the results of a test on the relative predictive efficiency of four alternative hypotheses in explaining the "salience hierarchy" (the relative influence of parents and peers) among youth. The data were obtained through the mass administration of a precoded and pretested survey instrument to seventh, ninth, and twelfth graders. The findings indicate that the relationship model is a useful theoretical perspective in the explanation of the salience hierarchy during adolescence. (KJ)

(243) ED 046 052 Lauver, Philip J. A SYSTEMS-DERIVED PERFORMANCE-BASED COUNSELING TECHNIQUES CURRICULUM. Bloomington: Indiana University; Washington, D.C.: American Educational Research Association, 1971. MF-$0.65 HC-$3.29 21P.

The report discusses the use of systems techniques to answer the question of what should be taught in a pre-practicum course, Techniques of Counseling. Three primary counselor functions were identified and terminal behavioral objectives for the course were developed on that basis. Students are reported to have effected planned behavioral change after successfully performing these terminal behavioral objectives. (TL)

(244) ED 044 528 Lecht, Leonard A.; and Others. RELATING MANPOWER AND DEMOGRAPHIC INFORMATION TO PLANNING VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT. BR-9-0487, Washington, D.C.: Washington, D.C. Center for Priority Analysis, National Planning Association, 1970. MF-$0.65 HC-$3.29 97P.

This plan, which uses current and projected manpower and demographic information to define vocational education programs, objectives, and priorities, is designed to help the program planner collect and combine information about his students, programs, and the labor market. Planning steps are (1) identify population served, (2) relate current enrollment to population, (3) set enrollment objectives, (4) identify occupational patterns and derive job openings, (5) relate program completion to job openings, (6) set completion objectives, (7) translate completions to enrollments, (8) match enrollment objectives by type of program and occupational area, and (9) estimate resources required for achieving each program objective. (SB)

(245) ED 047 022 Lede, Naomi W. (Ed.) SENSITIVITY TRAINING AND FACULTY DESEGREGATION. Dallas, Tex.: Bishop College, 1969. MF-$0.65 HC-Not available from EDRS. 95P.

This is a record of the proceedings of the First Faculty Desegregation Institute held at Bishop College. Included is a chronology of program activities, position papers on intergroup relationships, disadvantaged children, race relations in America, and the nature of prejudice. In addition, an evaluation of participants' responses is appended. (RJ)

(246) ED 047 155 Lee, Sylvia L.; and Others. HIGH SCHOOL SENIOR GIRLS AND THE WORLD OF WORK: OCCUPATIONAL KNOWLEDGE, ATTITUDES, AND PLANS. Columbus: Center for Vocational and Technical Education, Ohio State University, 1971. MF-$0.65 HC-$3.29 56P.

This study of the plans, aspirations, and work knowledge and attitudes of female high school seniors analyzes the effects of community size, type of school, and social status. A questionnaire was administered; questions were included on work attitudes, work knowledge, and personal and family characteristics. The results show that social status and community size have positive effects on knowledge and negative effects on plans for full time work. Vocational school girls showed more interest in financial rewards of work and in early marriage then did graduates of other types of schools. (EH)

(247) ED 043 063 Tetson, John W. FORMULATION OF MODELS FOR PREPARING OCCUPATIONAL MATERIAL FOR PUPILS FROM VARIOUS SOCIOECONOMIC LEVELS IN GRADES THREE THROUGH EIGHT.

Atlanta, Ga.: Atlanta Public Schools, 1969. MF-$0.65 HC-$13.16 306P.

The report is comprised of four sections, two of which constitute its bulk: (1) a narrative account of the rationale behind, purposes of, and planning which went into the program design, a summary of its accomplishments to date in the area of materials compiled and developed, and an exposition of the evaluative techniques utilized; and (2) an informational run-down of projected activities and anticipated needs. All budgetary expenditures and needs are included. (TL)

(248) ED 041 320 LeVake, Keith R. RATIONALE FOR BEHAVIORAL COUNSELING. (1970). MF-$0.65 HC-$3.29 13P.

The main topic of this paper is how the behavioral approach to counseling fulfills the requirements of an effective helping relationship. The basic tenent is that behavior is a function of its antecedents. The counselor helps the client change the way in which he responds to certain situations which elicit his unwanted behavior so that the client may function in the effective manner he desires. (KJ)

(249) ED 047 342 Levenstein, Sidney. DAY CARE: GOLD COIN OR BRASS CHECK. Garden City, N.Y.: Adelphi University; New York: American Orthopsychiatric Association, 1971. MF-$0.65 HC-$3.29 25P.

The author discusses the major issues which he sees as pertinent to a national program of daycare for pre-school children: (1) current need and available facilities, (2) policy considerations in program implementation, (3) difficulties in providing adequate caretakers, and (4) preferred strategies and priorities in the mix of programs to meet the needs. The focus is on day care centers for pre-school children three years and older. (TL)

(250) ED 042 898 Lewis, Charles E., Jr. SCHOOL INTEGRATION, OCCUPATIONAL EXPECTATIONS, AND OCCUPATIONAL EDUCATION; A STUDY OF NORTH CAROLINA HIGH SCHOOL BOYS. CENTER RESEARCH AND DEVELOPMENT REPORT NO. 9. Raleigh: Center for Occupational Education, North Carolina State University, 1969. MF-$0.65 HC-$6.58 168P.

The results imply that the physical and social dimensions of integration as well as race of the student influence occupational expectations quite differently. Results also suggest a need for occupational education programs that would emphasize social integration as a means of raising expectation levels. (Author/SB)

Social health problems among youth are of increasing concern. For information on venereal disease and homosexuality, check the following descriptors:

HEALTH PROGRAMS
HEALTH SERVICES
ADOLESCENTS
SOCIAL PROBLEMS
SOCIALLY DEVIANT BEHAVIOR
BEHAVIOR PATTERNS

(251) ED 044 507 Lewis, Wiley B. REVIEW AND ANALYSIS OF CURRICULA FOR OCCUPATIONS IN HEALTH. Columbus: Center for Vocational and Technical Education, Ohio State University, 1970. MF-$0.65 HC-$3.29 38P.

The 59 publications, identified through a search of Educational Resources Information Center (ERIC) publications and non-ERIC publications were reviewed and analyzed to identify the major findings, promising developments, strategies, and methodological strengths and weaknesses which exist in curriculums designed for training dental assistants, dental laboratory technicians, hospital attendants, nurses aides, medical and dental technicians, and practical or professional nurses. Curriculums for new and emerging occupations should be developed evaluated through an educational planning system consisting of occupational analysis, program planning, program development and testing, and documentation and dissemination of the results. To provide and train necessary workers, improved counseling and recruitment programs and techniques will be required. (SB)

(252) ED 044 727 Linton, Marigold. PROBLEMS OF INDIAN CHILDREN. Washington, D.C.: American Psychological Association; San Diego Calif.: San Diego State College, 1970. MF-$0.65 HC-$3.29 7P.

The learning problems of American Indian children were viewed, in great part, as the result of inadequate solution strategies. These strategies were analyzed in terms of their probability, their efficiency, and their usefulness for the future. It was suggested that teachers pay more attention to how these children learn, and less attention to what they learn. A balance needs to be established, the author felt, between changing the childrens' solution strategies and changing the schools to permit success for children with currently divergent strategies. (TL)

(253) ED 041 795 Lippitt, Ronald THE NEGLECTED LEARNER. Boulder, Colo.: Social Science Education Consortium, Inc., 1968. MF-$0.65 HC-Not available from EDRS. Available from Social Science Education Consortium, Inc., 970 Aurora, Boulder, Colo. 80302 (Single copies, free; Multiple copies, $0.20 each) 5P.

This paper probes the conditions of student life and the needs of identity, self-esteem, and sense of personal worth and potency which can affect the students' readiness for learning. (SBE)

(254) ED 041 966 Littky, Dennis, and Bosley, Lenora. A CONTINGENCY MANAGEMENT PROGRAM IN URBAN SCHOOL CLASSROOMS. New York: Institute for the Advancement of Urban Education, 1970. MF-$0.65 HC-$3.29 30P.

The project described in this study was implemented to train teachers and paraprofessionals (parents from the community) to work within their present structures, using the principles of behavior analysis. Results showed an increase in the experimental classrooms of the average percentage of children working on their programed reading books, compared to no increases in the control classroom. (RJ)

(255) ED 043 895 Longworth, Donald S. CONSIDERATIONS IN THE USE OF INSTRUMENTS FOR THE SELECTION OF FAMILY LIFE EDUCATORS. Lubbock: School of Home Economics, Texas Technical University, 1970. MF-$0.65 HC-$3.29 8P.

In this comparative look at the selection procedures and qualification requirements of family life educators in the United States, England, New Zealand et. al., it was concluded that less emphasis should be placed on professional criteria and more upon personal attributes. (TL)

(256) ED 041 578 Lombardi, John (Comp.) BLACK STUDENT ACTIVISTS--POSITION PAPERS AND REACTIONS TO THEM FROM TWELVE COLLEGES. 1970. MF-$0.65 HC-Not available from EDRS. 218P.

Position papers reflecting demands of Black student activist groups and reactions to them by administrators and faculty have been collected from twelve junior colleges in various parts of the country. (MB)

(257) ED 042 453 Lombardi, John. THE POSITION PAPERS OF BLACK STUDENT ACTIVISTS. Los Angeles: ERIC Clearinghouse for Junior College Information, California University, 1970. MF-$0.65 HC-$3.29 19P.

This topical paper compares and contrasts the style, content, structure, and manner of presentation of 10 Black student activist position papers. The comparison and contrasts reflect the particular contextual environment in which each paper must be viewed, yet provide a basis for viewing the activities as having essentially the same basic objective: seeking and establishing "a true black identity." (JO)

(258) ED 046 390 Lombardi, John. THE PRESIDENT'S REACTION TO BLACK STUDENT ACTIVISM. Los Angeles: ERIC Clearinghouse for Junior College Information, California University, 1971. MF-$0.65 HC-$3.29 33P.

This topical paper summarizes the variety of responses made by individual junior college presidents to the demands of black student activists. The relative success of black activists is due to: (1) the administrators' fear of violence; (2) the possibility that violence might lead to race riots; and (3) the willingness of black students to resort to violence to obtain concessions. Most of the black junior college presidents who have been appointed in the last five years might be considered the beneficiaries of activism. They can bring to the college a greater sensitivity to the needs and aspirations of black students. (CA)

(259) ED 041 577 Losak, John; and Others. PSYCHOLOGICAL CHARACTERISTICS OF THE ACADEMICALLY UNDERPREPARED STUDENT. Miami, Fla.: Miami-Dade Junior College, 1969. MF-$0.65 HC-$3.29 62P.

Data on the cognitive and emotional functioning of selected students were gathered. Findings are: (1) 93 percent of the population obtained a full scale WAIS IQ of average or above, (2) a high percentage of the population needs some form of counseling or psychotherapy to help them cope with psychological conflicts, and (3) at least 26 percent of those currently enrolled were judged not to have the intellectual and emotional integration to profit much from this experience unless necessary modifications in the present curriculum structure are provided to meet their needs. (JO)

(260) ED 043 047 Lowinger, Paul. PSYCHIATRISTS, MARIJUANA AND THE LAW: A SURVEY. New York: American Orthopsychiatric Association; Detroit, Mich.: Lafayette Clinic; Detroit, Mich.: School of Medicine, Wayne State University, 1970. MF-$0.65 HC-$3.29 17P.

The use of marijuana by the younger generation is part of a cultural change and will continue to increase despite present laws which have made criminals out of numerous youngsters and have led to increased difficulties in law enforcement. To help alleviate drug problems we need: (1) research to define the properties of marijuana in the laboratory, clinically and in the community; (2) adequate treatment for drug abuse; (3) honest and effective drug education programs; and (4) the removal of all criminal penalties from the use, sale, and possession of marijuana, amphetamines, psychedelics, and narcotic drugs. (RSM)

(261) ED 045 040 Ludenia, Krista. ACADEMIC PREDICTION AND THE MARGINAL STUDENT. Columbia: College of Education, Missouri University, 1970. MF-$0.65 HC-$3.29 12P.

This study tried to determine whether (1) the ACT composite score, (2) high school percentile rank (HSPR), or (3) a combination of these were good predictors of academic success. A higher correlation was obtained by combining ACT and HSPR than for either used separately. The multiple correlation was not as substantial, however, as might be desirable. (AF)

(262) ED 042 209 Lunneborg, Clifford E., and Lunneborg, Patricia W. FORECASTING UNIVERSITY MAJOR WITH THE WASHINGTON PRE-COLLEGE TEST USING DISCRIMINANT FUNCTIONS. Seattle: Bureau of Testing, Washington University, 1970. MF-$0.65 HC-$3.29 20P.

Formulae for discriminant functions were developed to permit future student users of the Washington Pre-College test battery to determine their similarity to successful University students graduating in 6 major areas – humanities, physical science, social science, business, biological science, and engineering. (Author)

(263) ED 043 075 Lunneborg, Patricia W. EVOLUTION OF A HUMAN ECOLOGY CURRICULUM FROM HOME ECONOMICS: A PROPOSAL FOR HIGH SCHOOLS. Seattle: Bureau of Testing, Washington University, 1970. MF-$0.65 HC-$3.29 23P.

Home economics teachers are urged to redefine their field as human ecology, an academic discipline with legitimate vocational programs attached such as food preparation, day care, and community services. (TL)

(264) ED 041 340 Lunnenborg, Patricia W. PREDICTION OF POST-HIGH SCHOOL EDUCATIONAL EXPERIENCES FROM AN APTITUDE/ACHIEVEMENT TEST BATTERY. Seattle: Bureau of Testing, Washington University, 1970. MF-$0.65 HC-$3.29 16P.

This study is the third in a series to assess the relationship between educational criteria other than grades and the Washington Pre-College (WPC) test battery. Consistent with earlier studies such nonintellective, nongraded outcomes of the educational experience cannot be predicted from the measures currently used to predict college scores. (Author/KH)

(265) ED 041 640 Lynch, Daniel O., and Hammes, Richard. THE EFFECTS OF SCHOOL ENVIRONMENT ON DISADVANTAGED KINDERGARTEN CHILDREN, WITH AND WITHOUT A HEAD START BACKGROUND. FINAL REPORT. BR-9-E-032, Oshkosh: Wisconsin State University, 1969. MF-$0.65 HC-$3.29 21P.

This study investigated the comparative effects of two distinct school environments (state university campus schools and local public schools) on the verbalization and socialization skills of disadvantaged kindergarten children with and without a Head Start background. The only significant effect possible attributable to school environment was that the children in the campus school exhibited greater social growth than those in the public school. (MH)

(266) ED 047 336 McDowell, Sophia F. WILLINGNESS OF NEGRO HIGH SCHOOL STUDENTS AND DROPOUTS TO ASSOCIATE WITH WHITES. FINAL REPORT. BR-8-8057, Washington, D.C.: Howard University, 1970. MF-$0.65 HC-$6.58 131P.

This questionnaire survey of the interracial attitudes of a representative sample of 638 black youths in Washington, D.C. in 1968 replicates a similar one done in 1966, and compares 1968 patterns with 1966 patterns. The basic findings are that

willingness for personal associations with whites decreased slightly between 1966 and 1968, but remained on the positive side of the scale. Political stance was primarily moderated, with most considering themselves 'American,' contributing to a picture of dual identity in both the drive and drift toward first-class citizenship. With the diversity of sentiment and inclination, a rationale can be found for almost any kind of racial reform program, pluralism appearing to be the most acceptable and democratic. (Author/CJ)

(267) ED 043 925 McFee, June K. COMMUNITY ARTS STUDY PROGRAM. FINAL REPORT. Eugene: Institute for Community Art Studies, Oregon University, 1969. MF-$0.65 HC-$6.58 198P.

This study which examined three different methods of conducting ecological studies among three different types of communities suggests strongly that: (1) when young people are involved in the inve tigation phases, they are better able to identify with their community; (2) when various age-and-professional groups come together, there is a positive change in school community relationships; and (3) when personal interactions are analyzed as a result of this involvement a basis can be found for curriculum materials which focus on key problems in environment problem solving. (Author/CJ)

(268) ED 042 011 McGowan, John F., and Porter, Thomas L. AN INTRODUCTION TO THE VOCATIONAL REHABILITATION PROCESS. A TRAINING MANUAL. REHABILITATION SERVICE SERIES NO. 68-32. Washington, D.C.: Rehabilitation Services Administration (DHEW), 1967. MF-$0.65 HC-Not available from EDRS. Available from Superintendent of Documents. U.S. Government Printing Office, Washington, D.C. 20402 ($1.75) 207P.

This training manual provides a source of basic material which can be used by state agency personnel for the orientation of new counselors, for beginning courses in rehabilitation counselor training programs, and for inservice training of experienced rehabilitation counseling personnel. (SB)

(269) ED 047 349 McHolland, James D. HUMAN POTENTIAL SEMINARS: AN APPROACH TO TURNING ON THE GIFTED UNDERACHIEVER. Evanston, Ill.: Kendall College; Washington, D.C.: American Association of School Administrators, 1971. MF-$0.65 HC-$3.29 9P.

The bulk of the paper is devoted to describing the bases and procedures of two group approaches which the author uses with underachievement is the primary goal (success rate-72 percent), results also indicate markedly improved self-concepts. (TL)

(270) ED 044 077 McManus, Luther M., Jr., and Cunningham, James J. THE NEW BREED-BLACK ACTIVISTS. Washington, D.C.: Federal City College, (1969). MF-$0.65 HC-$3.29 14P.

This paper takes the position that if higher education is to serve the needs of black students, there must be a complete understanding of, and receptivity to, the needs of those students as they see them, and to the ways in which these needs can be met. It is recommended that black students be provided with facilities, advisors, financial support, and the opportunity to have meaningful dialogue with both faculty and administration. Futhermore, it is felt they need an education more suited to their needs and professors capable of teaching material relevant to blacks. (AF)

(271) ED 044 102 MacMillan, Thomas F. ESTABLISHING A PREDICTIVE MODEL FOR EARLY RECOGNITION OF POTENTIAL COMMUNITY COLLEGE STUDENT ATTRITION. 1969. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 (Order No. 70-6042, MF-$3.00 HC-$9.90) 218P.

Using data from a nationwide longitudinal study of student attendance patterns in higher education, this study compared the responses of community college students who discontinued their enrollment during their initial semester with those of community college students who persisted for two years. Major hypotheses were (1) that no pattern of scores on standard instruments and supplemental biographical questionnaires discriminates between students persisting and withdrawing in a national sample of community college students and (2) that discriminant scores contrasting a national sample of community college students who persisted for less than one semester with students who persisted for two years cannot be applied with acceptable empirical validity to an independent sample of students in two metropolitan community colleges. (Author/RC)

(272) ED 042 541 McNamara, Patrick H. SOME FACTORS ASSOCIATED WITH DIFFERENTIAL GRADE PERFORMANCE OF MEXICAN AMERICAN AND NON-MEXICAN AMERICAN COLLEGE STUDENTS. Paper presented at the annual meetings of the Southwestern Social Science Association (Dallas, Texas, March 1970). MC-$0.65 HC-$3.29 16P.

It was found that family background factors affecting Mexican American elementary and high school students seem to have little value in predicting success in college as measured by grade point average. If there is a set of ethnic-related factors which account for differences between the groups, it may be found in sociopsychological relationships on family and peer levels. (EJ)

(273) ED 044 716 Maes, John L. THE CLOUDY CRYSTAL BALL: A PROJECTION OF THE NATURE OF THE UNIVERSITY COUNSELING CENTER IN THE YEAR 2000. (1967), MF-$0.65 HC-$3.29 24P.

The nature of counseling in the year 2000 will be determined more by developing social needs than by existing counseling programs. Consequently the counselor in the future will need to be more (1) interdiciplinary, (2) vocationally flexible, (3) culturally aware, (4) willing to effect changes in the structure, (5) open about his own values, (6) venturesome and less centralized in his work location, (7) responsive to situational dynamics, and (8) innovative in his helping responses. Caplan's community mental health model, which looks at the prevention of illness at three levels, is utilized for fitting those qualities into a theoretical framework. (RSM)

(274) ED 043 324 Mann, Bill. STUDENT ACHIEVEMENT: JUNIOR COLLEGE TRANSFERS VS. UNIVERSITY TRANSFERS TO THE UNIVERSITY OF MISSOURI-COLUMBIA. Paper presented at the EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, University of Missouri, Columbia, September 9, 1969 to June 1, 1970. MF-$0.65 HC-$3.29 5P.

Based on study findings, it appears questionable that junior college transfers suffer significantly more from "transfer shock" than other transferees. Any differences between the two groups might reflect institutional grading practices more than any other variable. (JO)

(275) ED 043 076 Mann, Jay; and Others. EFFECTS OF EROTIC FILMS ON SEXUAL BEHAVIOR OF MARRIED

COUPLES. SEX-GUILT AND REACTIONS TO PORNOGRAPHIC FILMS. EXPOSURE TO PORNOGRAPHY, CHARACTER, AND SEXUAL DEVIANCE: A RETROSPECTIVE SURVEY. Washington, D.C.: American Psychological Association; Oberlin, Ohio: Oberlin College; Stanford, Calif.: School of Medicine, Stanford University; Palo Alto, Calif.: Veterans Administration Hospital, 1970. MF-$0.65 HC-$3.29 35P.

Both papers present studies of the effects of pornographic films on either single males and females, or on married couples. Findings include: (1) both single males and females were aroused by the films showing sexual intercourse; (2) married males high in sex-guilt find maritial sex life less satisfactory than single males with high sex-guilt; and (3) the films produced no sustained change in behavior of married couples. (KJ)

(276) ED 043 055 Mann, John. THE PRESENT STATUS OF PSYCHODRAMATIC RESEARCH. Geneseo: State University of New York; Washington, D.C.: American Psychological Association, 1970. MF-$0.65 HC-$3.29 11P.

The author evaluated recent research in the area of psychodramatics and pointed up its inadequacies. Suggesions for more satisfying and scientifically valid research were proposed. (TL)

(277) ED 043 320 Markee, David J. A COMPARISON OF SINGLE FRESHMEN RESIDENT AND COMMUTER STUDENTS PRECEPTIONS OF THE JUNIOR COLLEGE ENVIRONMENT. Paper presented at the RPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes; University of Missouri, Columbia, September 9, 1969 to June 1, 1970. MF-$0.65 HC-$32.9 13P.

The sample was equally divided between male and female students, and among three groups; city commuters, rural commuters, and campus residents. Trends show rural commuters perceiving the most and resident students the least emphasis on practicality at their college. A greater contrast between resident and city commuter students was noted on community, propriety, and scholarships than between resident and rural commuter groups. (JO)

(278) ED 045 044 Martin, Robert F. TOWARD A CONCEPTUALIZATION OF LEARNING PROCESSES IN THE COLLEGE CLASSROOM I: A REVIEW OF OPERANT RESEARCH. Denver, Colo.: Denver University, (1969). MF-$0.65 HC-#2.9 40P.

The theory of and research on the application of operant procedures to the college classroom is reviewed. Practical limitations of these procedures and shortcomings of this research are discussed. (Author ?KJ)

(279) ED 045 937 Marshall, Douglas G., and Hill, Richard C. SOCIAL RANK, MORALE, AND ANTICIPATORY SOCIALIZATION TO THE RETIREMENT POSITION. Madison: Department of Rural Sociology, Wisconsin University, 1968. MF-$0.65 HC-$3.29 15P.

Aging is defined as the patterned flow of individuals through a series of positions, roles, role sets, and position sets. From this perspective, the aging process is one of continual adaptation to transitions in social positions and associated role relationships. Data on the retirement transition are used to test and give support to the generalization that processes of anticipatory socialization aid adaption to social transition. Exploration of the influence of social rank on intensity of socialization experience shows that, the higher the social rank, the higher the anticipatory socialization to retirement. (Author/LY)

(280) ED 047 330 Massari, David J. REINFORCER EFFECTIVENESS IN CHILDREN AS A FUNCTION OF STIMULUS SATIATION. Philadelphia, Pa.: Temple University: Washington, D.C.: American Educational Research Association, 1971. MF-$0.65 HC-$3.29 25P.

In this study to determine the effect of satiation treatment on the future reinforcing potential of the verbal reinforcer, good, and the non-verbal reinforcer, ball, it was found that the effectiveness of both diminished as a result of their prior exposure to the subjects. Evidence for stimulus generalization was found on both learning and extinction data. (TL)

(281) ED 047 352 Mattson, Judith (Ed.) CAPS CAPSULE. THE COUNSELOR AND THE CURRENT SCENE. VOLUME 4, NUMBER 2. BR-6-2487, Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1971, MF-$0.65 HC-$3.29 30P.

Five articles in this issue of the ERIC/CAPS newsletter discuss the survey areas that have direct implication for "The Counselor and the Current Scene." The areas are: (1) aggression, (2) parent counseling, (3) college admissions for the culturally distinct, (4) role modeling with the disadvantaged, and (5) in-service activities. Other articles in this issue include: news of ERIC/CAPS Center activities and publications; a survival kit for student personnel in community colleges; and a column by Garry R. Walz, Director of ERIC/CAPS, on the new direction of the CAPS publications program. (JM)

(282) ED 041 178 Mattson, Judith (Ed.) CAPS CAPSULE. PEER COUNSELING. VOLUME 3, NUMBER 3. BR-6-2487, Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1970. MF-$0.65 HC-$3.29 28P.

This issue features the area of peer counseling in the two main articles and bibliography. In addition, regular features include FOCUS on Community Colleges, Innovative Programs devoted to post high school employment, a review of ERIC and ERIC/CAPS publications, and a review of ERIC/CAPS counferences and other Center activities (JM)

(283) ED 045 692 Mayeske, George W.; and Others. A STUDY OF OUR NATION'S STUDENTS: BACKGROUND, OBJECTIVES, DESIGN AND METHODOLOGY OF THE STUDY. Washington, D.C.: Division of Elementary and Secondary Programs, Office of Program Planning and Evaluation (DHEW/OE), 1970. MF-$0.65 HC-$3.29 37P.

This paper describes the background for a new study to be based on the Equality of Educational Opportunity Survey data. The new study focuses on individual students as the unit of analysis. In particular, the main effects and interactions of family background, school variables, geographic region, racial and ethnic background, and sex differences on achievement and motivation of the student will be studied. (LR)

(284) ED 045 691 Mayeske, George W.; and Others. A STUDY OF OUR NATION'S STUDENTS: VARIATIONS IN ACHIEVEMENT AND MOTIVATION BY FAMILY BACKGROUND AND GEOGRAPHIC LOCATION AT THE INDIVIDUAL AND SCHOOL LEVEL. Washington, D.C.: Division of Elementary and Secondary Programs, Office of Program Planning and Evaluation (DHEW/OE), 1970. MF-$0.65HC-$3.29 28P.

This report concerns itself with total variation between students, within-school variation, and among-school variability in the dependent variables (Expectations for Excellence, Attitude Towards Life, Educational Plans and Desires, Study Habits, and Achievement) which are accounted for by Family Social Background and Process measures as one moves from one geographic locale to another. (DC)

(285) ED 045 697 Mayeske, George W.; and Others. A STUDY OF OUR NATION'S STUDENTS: VARIATIONS IN ACHIEVEMENT AND MOTIVATION BY FAMILY BACKGROUND, SCHOOL FACTORS AND GEOGRAPHIC LOCATION. Washington, D.C.: Office of Program Planning and Evaluation (DHEW/OE), 1970. MF-$0.65 HC-$3.29 40P.

The significance of family background and school factors in predicting differences among students in their achievement and motivation in different regions of the country (North-South) and areas of residence (metropolitan-nonmetropolitan) is investigated. The results suggest that independently of an individual student's own family background, the achievement and motivational levels of his fellow students influence his achievement and motivation. (PR)

(286) ED 045 630 Mohrabian, Albert. TACTICS OF SOCIAL INFUENCE. 1970. Not available from EDRS. Available from Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 ($3.95 paper, $6.95 cloth) 152P.

In this book, the principles of behavior modification are presented as a set of guidelines for identifying recurrent behavior patterns and are then applied as techniques to change various undesirable behaviors. Progressively more complex steps toward behavior modification and its social influences are cited and illustrated. (JB)

(287) ED 044 082 Melnick, Murray; and Others. THE ACADEMIC PERFORMANCE OF STUDENTS WHO TRANSFER AFTER TWO YEARS. Hempstead, N.Y.: Center for the Study of Higher Education, Hofstra University, 1970. MF-$0.65 HC-$3.29 18P.

Some major findings were (1) the performances of transfer students prior to their transfer and the two-year cumulative GPA of Hofstra natives were almost the same; however, both in the third and fourth year, the GPA of the transfers from two-year colleges was significantly lower than the GPA of the two other groups; (2) a higher percentage of the four-year school transfers, and Hofstra natives tended to graduate than value in predicing performances; and (4) female students tended to have higher GPA's than males. (AF)

(288) ED 042 027 Mercer, Charles V. PUBLIC POST-SECONDARY OCCUPATIONAL EDUCATION IN THE UNITED STATES. CENTER MONOGRAPH No. 3. BR-7-0348. Raleigh: State University Center for Occupational Education, North Carolina University, 1969. MF-$0.65 HC-$3.29 47P.

This monograph presents an overview of the characteristics of public postsecondary institutions in regions around the country, provides information in their funding, enrollment, and offerings in occupational education, and directs attention to some of the characteristics of their student populations. There is great variation among states in the amount of cost to the student as well as sources of financial assistance. There is not a consistent national pattern of the availability of job placement services. (SB)

(289) ED 046 496 Michelson, William. THE PHYSICAL ENVIRONMENT AS A MEDIATING FACTOR IN SCHOOL ACHIEVEMENT. Toronto: Ontario Institute for Studies in Education; Toronto University, 1968. MF-$0.65 HC-$3.29 24P.

As part of a longitudinal study the role of the home physical environment in the school achievement of third grade children is investigated. It was hypothesized that achievement would vary directly with better quality of housing and provision of suitable study space, and that it would vary inversely with measures of crowding and noise. The hypothesis proved true, with the exception of one physical variable, overcrowding of persons per room of the dwelling unit. It may be that, within reasonable limits, it is not the number of people who occupy a dwelling that influences study and retention, but rather the way the available space is divided and used. (NH)

(290) ED 041 850 Miller, David. THE EFFECT OF PLAYBACK OF GROUP COUNSELING ON THE SELF-CONCEPT OF TEACHER EDUCATION STUDENTS. FINAL REPORT. BR-9-8-063. Poughkeepsie, N.Y.: Marist College, 1970. MF-$0.65 HC-$3.29 41P.

This study was designed to investigate the influence that immediate and delayed audiotape and videotape playback of group counseling had on the self-ideal concept congruence, the personal adjustment, and the interpersonal support values of student teachers. The results showed that delayed playback increased interpersonal support scores significantly more than immediate playback. (Author/MBM)

(291) ED 044 752 Miller, Frank D., and Moffat, Gene H. THE EFFECT OF VERBAL REINFORCEMENT ON CHILDREN'S LEARNING. FINAL REPORT. BR 9-F-061, Vermillion: South Dakota University, 1970. MF-$0.65 HC-$3.29 54P.

Experiments indicate that regardless of sex or age or problem complexity, those verbal reinforcement combinations involving the use of the term "wrong" led to races of learning superior to those produced by use of a combination of "right-nothing." Delay or verbal reinforcement interfered seriously with the learning of a simultanious discrimination problem in children. (Author/CJ)

(292) ED 046 953 Miller, Thomas V. THE EFFECT OF SELF AND IN VIVO DESENSITIZATION ON COUNSELOR TRAINEE ANXIETY AND PERFORMANCE. Toledo, Ohio: Toldeo University, (1969). MF-$0.65 HC-$3.29 30P.

The rationale, planning and implementing of this research, designed to test the efficacy of self desensitization and in vivo desensitization for reducing counselor trainee anxiety vis-a-vis the counseling stimulation, is elaborated. Neither of the treatments was found to affect anxiety or performances. Possible explanations are offered. (TL)

(293) ED 046 542 Miller, Thomas W. DIFFERENTIAL RESPONSE PATTERNS AS THEY AFFECT THE SELF ESTEEM OF THE CHILD. Buffalo: State University of New York, 1971. MF-$0.65 HC-$3.29 20P.

The effects of differential verbal response patterns of mothers on the self esteem of their children were explored by means of a stratified random sampling of eighth grade children and

their mothers. Test results showed that there is a relationship between the way in which a mother responds to her child in negative stimulations and the child's self esteem for the inner city sample only. Significant differences are observed between the responses of the inner city black sample and the suburban white sample. Inner city mothers were found to be less descriptive and their children had lower estimates of self esteem than did peripheral city and suburban mothers and their children. (Author/NH)

(294) ED 044 084 Milton, Ohmer (Ed.) PROCEEDINGS: A CONFERENCE ON STUDENT RETENTION IN TENNESSEE COLLEGES AND UNIVERSITIES (MARCH 21-22, 1966). Knoxville: Tennessee University, 1966. MF-$0.65 HC-$3.29 46P.

Papers delivered at the conference included (1) "Faculty Contributions to Dropouts," by Sam C. Webb; (2) "Administrative Contributions to Droputs," by George L. Marx; and (3) "Steps to Reduce Droputs," by Donald W. Irvine. (AF)

(295) ED 044 467 Mink, Oscar G. (Ed.) AMERICAN'S PROBLEM YOUTH: EDUCATION AND GUIDANCE OF THE DISADVANTAGED. 1970. Not available from EDRS. Available from International Textbook Company, Scranton, Pa. 17515 ($6.50) 202P.

This book is the result of a series of workshops designed for school personnel desiring to improve educational programs for disadvantaged youth and potential droputs. The chapters on milieu, basic issues, dropout problems, counseling the disadvantaged, and action projects represent, in part, papers presented during the Cornell Workshops. The problems discussed are generally concerned with disadvantaged youth in urban areas. (Author/JM)

(296) ED 041 305 Minor, Frank J. A COMPUTER BASED EDUCATIONAL AND CAREER EXPLORATION SYSTEM. Yorktown Heights, N.Y.: International Business Machines Corporation, 1970. MF-$0.65 HC-Not available from EDRS. 14P.

The actual workings of the Educational and Career Exploration System (ECES) are described. The functions of the system are divided into three general phases: (1) an occupational information bank, (2) an educational information bank, and (3) a junior college/senior college information bank. The paper concludes with a brief assessment of the advantages which ECES can provide to the student, the counselor and the school. (TL)

(297) ED 046 393 Mitchell, David C. URBAN COMMUNITY COLLEGE STUDENTS' ASPIRATIONS, ACADEMIC SUCCESS AND BELIEFS IN INTERNAL-EXTERNAL CONTROL. (1970). MF-$0.65 HC-$3.29 11P.

This study examined urban community college students' aspiration and degrees of achievement and their responses to the items on an I-E scale to determine the relationship between their aspiration and performances and their belief about internal vs. external control of reinforcement. White male, academically successful, high educational aspirants were found to be more internal on personal control than were academically unsuccessful, low aspirants. Among black males, those high aspirants to non-traditional occupations were more external on the individual-system blame dimension than were low aspirants. The conclusions show that I-E offers little help in explaining differences between urban community college students when levels of aspiration and academic success are defined by absolute criteria. (CA)

(298) ED 041 321 Moen, Norman W., and Giese, David L. MARTIN LUTHER KING TUTORIAL PROGRAM UNIVERSITY OF MINNESOTA. VOLUME SIX, NUMBER FOUR. Minneapolis: General College, Minnesota University, (1980). MF-$0.65 HC-$3.29 89P.

The basic plan of the program, a description of the students, the tutorial groups in operation, student achievement, staff and student evaluations of the program, and recommended changes in the academic program of the University are included. (KJ)

(299) ED 044 100 Morgenstein, Melvin, and Strogin, Harriet. A STUDY OF STUDENT DROPOUTS FROM VOCATIONALLY ORIENTED BUSINESS PROGRAMS AT NASSAU COMMUNITY COLLEGE. FINAL REPORT. Garden City, N.Y.: Nassau Community College, 1970. MF-$0.65 HC-$6.58 122P.

Data were collected from school records and a questionnaire and interviews were conducted with the heads of business departments at eight other community colleges. Presented are findings, conclusions, and recommendations for such questions as admission criteria for business students as compared with other freshmen, performance of students with or without business courses in high school; reasons for going to college, schools to which business students transferred, and job placement after attending Nassau. (TC)

(300) ED 042 198 Morris, Joline; and Others. A HOME TREATMENT PROGRAM BY AN INDIGENOUS PROFESSIONAL, THE VISITING NURSE, WITH A GROUP OF ADOLESCENT SUICIDE ATTEMPTERS. Denver: Denver Department of Health and Hospitals, 1970. MF-$0.65 HC-$3.29 32P.

The effectiveness of a Visiting Nurse counseling program with the adolescent suicide attempter is examined. Those working with the experimental group were asked to counsel them, to see them at least weekly for one month, and training sessions for techniques were provided. Those in the experimental group were more amenable to expectations and suggestions of others, internalized more of their anger on post-testing, and had a higher rate of recovery from depression. (KJ)

(301) ED 043 913 Mowrer, G. Hobart. PEER GROUPS AND MEDICATION: THE BEST"THERAPY" FOR PROFESSIONALS AND LAYMEN ALIKE. Champaign: Illinois University, 1970. MF-$0.65 HC-$3.29 38P.

This wide-ranging discussion briefly reviewed the history which led to the current small group movement, and then elaborated the social factors which, in the author's mind, make the small group the most relevant and potentially successful therapeutic tool. Implications for the therapist were discussed and centered on dilemmas concerning the nature and extent of his involvement. A case was made for also considering the bio-chemical base of some personality problems. (TL)

(302) ED 043 703 Muri, Donal E. SIX-YEAR TRENDS IN INTEGRATION ATTITUDES OF DEEP-SOUTH UNIVERSITY STUDENTS. Washington, D.C.: Annual Meeting of the American Sociological Association, 1970. MF-$0.65 HC-$3.29 13P.

Three surveys, conducted at the University of Alabama from its desegregation in 1963 until 1969, permit an assessment of initial changes in the integration attitudes of deep-South university students. Rapidly increasing acceptance of blacks was found in the four major areas examined: general societal areas of conflict, social distance on campus, perception of Negro characteristics, and attitudes regarding political and economic equality. (Author)

(303) ED 046 561 Muro, James J. EVALUATION OF A COMPREHENSIVE GUIDANCE AND COUNSELING SERVICE FOR RURAL MAINE COMMUNITIES. Camden: Maine School Union 69, 1970. MF-$0.65 HC-$3.29 29P.

An evaluative report of a single school guidance counselor's

professional efforts as an itinerant rural school counselor in four rural Maine schools is presented. Findings are limited to the following areas: counseling, use of media, vocational guidance, community agencies, working with teachers, working with children, research, public relations, testing, and general evaluation of the itinerant counselor. Survey results for 1967-70 describe the feelings of students, principals, and teachers as related to the "one-man" guidance program. (AL)

(304) ED 043 908 Nathan, P. E. THE NEW THERAPIES AND PSYCHOPATHOLOGY: THE BEHAVIORAL VIEWPOINT. Paper presented at the American Psychological Association Convention in Miami Beach, September, 1970. MF-$0.65 HC-$3.29 7P.

This paper presents a comparison of dynamically oriented therapists to behavior therapists. Included in the strengths listed for behavioralism are: (1) it obviates the need for wrestling with conflicting dynamic or biological views of cases; (2) behavior therapists are receptive to research; and (3) it paints a consistent picture of the etiology of all psychopathology. Limitations include behavioral procedures have not been useful in treatment of schizophrenia or other functional psychoses. (KJ)

(305) ED 046 034 Nelson, Dennis E., and Jones, G. Brian. EFFECTS OF CONTINGENCY MANAGEMENT AND QUASI-INDIVIDUALIZED INSTRUCTION ON ACADEMIC PERFORMANCE AND ATTITUDES. FINAL REPORT. BR-9-I-004, Palo Alto, Calif.: American Institute for Research in the Behavioral Sciences, 1970. MF-$0.65 HC-$6.58 124P.

The results of this study showed that if contingency management techniques were used to supplement an individualized learning program, disadvantaged students would not necessarily be influenced to produce more, or a higher quality of, academic behavior. (Author/KJ)

(306) ED 041 341 Neog, Prafulla; and Others. CHICAGO INDIANS: THE EFFECTS OF URBAN MIGRATION. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. Minneapolis: Training Center for Community Programs, Minnesota University, 1970. MF-$0.65 HC-$6.58 148P.

This study reviews the characteristics and service activities of all clients of the St. Augustine's Center for American Indians in Chicago in 1968 and compares them with the clients of 1967. This center focused its attention upon intensive counseling, emergency assistance, and referrals of Indian Americans in Chicago, or other urban settings. (KJ)

(307) ED 043 706 Newmark, Gerald, and Melaragno, Ralph J. TUTORIAL COMMUNITY PROJECT: REPORT OF THE FIRST YEAR (MAY 1968-JUNE 1969). Pacoima, Calif.: System Development Corporation, 1969. MF-$0.65 HC-$6.58 110P.

The goal is a learning community of students, parents, teachers, administrators, and researchers who are expected to work together in planning and conducting instruction. The Tutorial Community Project is proceeding in three main areas: (1) tutoring and related learning activities, (2) encounters or intensive group discussion, and (3) community-school involvement activities. (Author/JW)

(308) ED 042 068 Nicholi, Armand M. II. AN INVESTIGATION OF HARVARD DROPOUTS. FINAL REPORT. Cambridge, Mass.: Harvard University, 1970. MF-$0.65 HC-$3.29 75P.

Some of the major findings were: (1) 24 percent of each class withdraws during its four years in college; (2) the majority of students gave personal or medical reasons as the primary cause for dropping out; (3) although the dropouts had high academic potential, their academic performance at the time of leaving college was poor; and (4) American blacks had a higher dropout rate than the average undergraduate. This report discusses the differences between the psychiatric dropout and the general dropout in terms of family and school background, academic record, field of concentration, and return to college. (AF)

(309) ED 046 344 Nicholas, David C. (Ed.) PERSPECTIVES ON CAMPUS TENSIONS. Washington, D.C.: American Council on Education, 1970. Not available from EDRS. Available from American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036 ($3.50) 219P.

The purpose of this book was to provide background information and insight on campus tensions, and suggest ideas on how to go about reducing these tensions. The papers are divided into five parts: (1) The New Situation; (2) Where the Students Are; (3) What About Faculty; (4) Administrators -- In the Middle; and (5) A New Role for Trustees? (AF)

(310) ED 041 534 Nicholson, Everard. SUCCESS AND ADMISSION CRITERIA FOR POTENTIALLY SUCCESSFUL RISKS. FINAL REPORT. Providence, R.I.: Brown University, 1970. MF-$0.65 HC-$9.87 266P.

The focus of this study was upon students who were academic "risks." A study was made of the past success of these risks, with the major purpose of finding new variables and methods which would assist admissions officers in the selection of potentially successful risks. (AF)

(311) ED 042 224 Nicolaou, Abraham W. THE RELATION OF SELF CONCEPT AND FRUSTRATION TO AGGRESSION IN EMOTIONALLY DISTURBED AND NORMAL CHILDREN PLACED IN SPECIAL AND REGULAR PROGRAMS. Newark: Delware University, 1970. MF-$0.65 HC-$3.29 9P.

Some results are that: (1) direct behavioral expression of aggression is unrelated to an individual's adjustment status; (2) there is no significant difference in verbal or behavioral aggression for high or low self concept children following frustration; (3) no significant interactions occur on the adjustment status, frustration and self concept level; and (4) children manifesting one type of aggressive response tend not to use the other. (MC/Author)

(312) ED 041 547 Norman, Nelson F. THE OMBUDSMAN: A NEW BIRD ON CAMPUS. San Diego, Calif.: San Diego State College. MF-$0.65 HC-$3.29 14P.

This report by the campus ombudsman discusses ways of approaching the position and the elements to be included in prospective job descriptions. The report deals with the types of cases that are not handled and a breakdown of the number and types that are. The many non-case work activities in which the ombudsman is involved, and his potentially useful role in confrontation situations are discussed. (AF)

(313) ED 041 299 Northrop, James C. GUIDANCE CONSULTANT: QUESTIONS AND DIRECTIONS. Washington, D.C.: American Personnel and Guidance Association, 1970. MF-$0.65 HC-$3.29 9P.

The new emerging role of the consultant to counselors is considered. Indicated are several needs for this professional: (1) the need to support the counselor in achieving professional identity, (2) continued support of new developments in the field, and (3) the need for support in a crisis situation. Also discussed is the problem of how the consultant enters and is incorporated into a school system. (Author/MC)

(314) ED 043 698 Nuttall, Ronald L.; and Others. FAMILY BACKGROUND, PARENT-CHILD RELATIONSHIPS AND ACADEMIC ACHIEVEMENT AMONG PUERTO RICAN JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. REPORT NO. 4: STUDY OF FACTORS AFFECTING STUDENT ACHIEVEMENT. Boston: Institute of Human Sciences, Boston College, 1979. MF-$0.65 HC-$3.29 11P.

The reliability, validity, and relationships of a Spanish language adaptation of Schaefer's Child's Report of Parental Behavior Inventory (CRPBI) was examined in a sample of 5,300 Puerto Rican adolescents. The CRPBI factors predicted grades, especially among junior high school males. Background factors predicted college plans. (Author)

(315) ED 043 436 Oberle, Wayne H., and Campbell, Rex R. PARENTAL VALUES, EDUCATIONAL ATTAINMENT AND OCCUPATIONAL MOBILITY AMONG RURAL YOUTH IN THE OZARKS. Paper presented to the Rural Sociological Society at the 1970 Annual Meetings, Washington, D.C., August 26-30, 1970. MF-$0.65 HC-$3.29 74P.

Major findings were that: (1) educational attainment of migrant children was positively and significantly related to the head's SES and to the father's educational need; and (2) intergenerational occupational mobility of migrant children was positively and significantly related to the head's SES but only positively related to educational need. Results indicate the potential fruitfulness of viewing facilitating valuation and educational need as concepts supplementing the concepts of aspiration and expectation. (Author/AL)

(316) ED 043 065 O'Connor, James R. (Ed.) REPORT OF THE ANNUAL ALL OHIO JUNIOR HIGH GUIDANCE CONFERENCE: SIGNS OF THE SEVENTIES. (8TH, MAY 1, 1970). Columbus: Division of Guidance and Testing, Ohio State Department of Education, 1970. MF-$0.65 HC-$3.29 34P.

Four papers are presented: (1) crisis counseling; (2) drug abuse, which states that the prime objective should be to prevent experimental curiosity into the use of hard drugs; (3) student activism, which lists preparatory and preventive steps for such emergencies; and (4) counselor involvement in change in the junior high school. The focus is on progress toward a systems approach to career guidance. (TL)

(317) ED 044 743 Oetting, E.R.; and Others. THE COLLEGE AND UNIVERSITY COUNSELING CENTER. STUDENT PERSONNEL SERIES NUMBER 11. Washington, D.C.: American College Personnel Association; Fort Collins: Colorado State University; Amherst: Massachusetts University, 1970. Not available from EDRS. Available from American College Personnel Association, a division of American Personnel and Guidance Association, 1607 New Hampshire Ave., Washington, D.C. 20009 ($2.00) 60P.

This monograph focuses on the counseling center. One goal of this monograph is to present an information resource about the counseling center as it exists today, to examine the personnel, clientele, and physical facilities of the counseling center as well as the theoretical model dictating the services provided. (Author)

(318) ED 047 075 Olsen, Henry D. THE EFFECT OF COMPENSATORY EDUCATION UPON THE SELF-CONCEPT-OF-ACADEMIC ABILITY, SIGNIFICANT OTHERS, AND ACADEMIC SIGNIFICANT OTHERS OF BLACK AND WHITE PRE-COLLEGE STUDENTS. New York: Annual Meeting of the American Educational Research Association, 1971. MF-$0.65 HC-$3.29 9P.

This research utilizes Brookover's social-psychological theory of learning by evaluating the level and/or change in self-concept-of-academic ability, significant others, and academic significant others of 121 black and white compensatory education students. As a result of exposure to compensatory education there was a significant positive change in self-concept-of-academic ability for compensatory education students in general, as well as for blacks and whites. Males and females also had a significant positive change. The students identified parents, teachers, relatives, friends, offspring, spouse, and themselves as significant and academic significant others. (Author)

(319) ED 041 561 Olsen, Henry D. THE EFFECT OF A PROGRAM FOR DISADVANTAGED YOUTH DEVELOPING SELF-CONCEPT OF ACADEMIC ABILITY. BR-9-B-095, Buffalo: State University of New York at Buffalo, 1970. MF-$0.65 HC-$6.58 133P.

The purpose of this study was to investigate the effect of compensatory education on selected socially determined intervening variables which may affect the academic growth and performance of a black or white post-high school, pre-college student. (AF)

(320) ED 041 973 Oskamp, Stuart; and Others. EFFECTS OF A COMPENSATORY COLLEGE EDUCATION PROGRAM FOR THE DISADVANTAGED: A FURTHER REPORT. Claremont, Calif.: Claremont Graduate School, 1970. MF-$0.65 HC-$3.29 8P.

This report is a series on a five-year experimental education project aimed at providing a full four-year high-quality college education for disadvantaged youths who would probably not otherwise have been eligible for admission to most four-year colleges. A success rate of over 50 percent of PSDS students was claimed as a result of examination of general data on success. (RJ)

(321) ED 044 721 Osmond, Marie W. THE METHOD OF SIMULATION GAMES IN FAMILY LIFE EDUCATION. Tallahassee: Florida State University; Minneapolis, Minn.: National Counsel on Family Relations, 1970. MF-$0.65 HC-$3.29 36P.

The purpose of this paper is: (1) to consider games and simulation as a method of problem solving; (2) to generate enthusiasm for the use of games; (3) to present a design for their use, for their development, for their evaluation, in terms of family life education. (KJ)

(322) ED 041 300 Osofsky, Howard J., and Osofsky, Joy D. ADOLESCENTS AS MOTHERS: RESULTS OF A PROGRAM FOR LOW INCOME PREGNANT TEEN-AGERS WITH SOME EMPHASIS UPON INFANTS' DEVELOPMENT. New York: American Orthopsychiatric Association, 1970. MF-$0.65 HC-$3.29 18P.

Data is presented which demonstrates that poor and/or nonwhite pregnant adolescents are high risk individuals from medical, educational and social points of view. Specific problems in all three areas are described and the results of a program, initiated to offer meaningful solutions, conclude that much of the previously discussed risk of low-income, teen-age pregnancies can be removed when appropriate professional services are made available. (TL)

(323) ED 041 328 Owen, Isaiah. THE EFFECT OF THE GROUP LEADER(S) RACE ON GROUP COUNSELING UNDERTAKEN TO IMPROVE INTERGROUP ATTITUDE AMONG RACIALLY MIXED FIFTH AND SIXTH GRADE CHILDREN. Morgantown: West Virginia University, 1969. MF-$0.65 HC-$6.58 110P.

The purpose of this study was: (1) to determine the effect that

the race of the group leader has on the improvement in intergroup attitude of racially mixed elementary school students who participate in group counseling, and (2) to determine whether racially mixed groups make more favorable improvement than those engage in contact activities only. The study produced no significant findings that would show group counseling to be an effective means of alleviating racial attitudes. (Author/KJ)

(324) ED 047 131 Pacinelli, Ralph N. (Ed.) VOCATIONAL EVALUATION AND WORK ADJUSTMENT SERVICES IN MANPOWER, SOCIAL WELFARE, AND REHABILITATION PROGRAMS. AN EDUCATION GUIDE DEVELOPED FROM A CONFERENCE (WASHINGTON, D.C., JUNE, 1970). Washington, D.C.: International Association of Rehabilitation Facilities; Pittsburgh, Pa.: Research and Training Center in Vocational Rehabilitation, Pittsburgh University, 1970. MF-$0.65 HC-$6.58 160P.

This document reports the results of the study of the role of vocational evaluation and work adjustment in manpower development programs. The participants were carefully selected for their ability to effect change in planning, developing and delivering vocational evaluation, and work adjustment services. These papers cover the evaluation and adjustment processes, program interdependence, innovative approaches, target group selection, staffing and funding, and followup activities. (BH)

(325) ED 041 310 Parker, Clyde A.; and Others. ASHES, ASHES. COMMENTS ON CLYDE PARKER'S PAPER. THE STUDENT DEVELOPMENT MODEL AND SOME UNPLEASANT REALITIES. WHO'S MINDING THE STORE? Boston: Boston University; Fort Collins: Colorado State University; Tallahassee: Florida State University; Duluth: Minnesota University, 1969. MF-$0.65 HC-$3.29 47P.

Present difficulties of student personnel work on college campuses are outlined as the impetus for the reconceptualization of student needs. Drawing from the behavioral sciences made it possible to conceptualize higher education as a developmental community with available "power factors" for promoting desirable changes in students. The necessary information to construct and revitalize such a community is outlined and leads to a general model of behavioral intervention. (TL)

(326) ED 047 350 Parr, Preston. THE UNIVERSITY'S RESPONSE TO DRUG INVOLVEMENT. Bethlehem, Pa.: Lehigh University; Ithaca, N.Y.: Association of College Unions -- International, 1971. MF-$0.65 HC-$3.29 9P.

The author insists that the university's response to drugs be based on a contemporary philosophy of student-university relationships which emphasizes the primacy of learning and student development in an atmosphere of personal and academic freedom. His focus is two-fold: (1) education, and (2) the provision of help to those involved in drugs. Other areas discussed are: (1) confidentiality, (2) the use of extra-university services, (3) the university and current drug legislation, and (4) discipline. (TL)

(327) ED 043 904 Pearlman, Samuel (Ed.) RECOMMENDED BOOK AND PAMPHLET PUBLICATIONS ON DRUGS AND DRUG USE FOR A COLLEGE OR UNIVERSITY LIBRARY. New York: Brooklyn College, City University of New York, 1970. MF-$0.65 HC-$3.29 6P.

This bibliography of books and pamphlets constitutes an excellent foundation collection as an aid to faculty and students who may wish to do reading or research in the area of drugs and drug use. Some listings include publishers addresses, as well as regular information. (Author/KJ)

(328) ED 043 556 Pecoraro, Joseph. THE EFFECT OF A SERIES OF SPECIAL LESSONS ON INDIAN HISTORY AND CULTURE UPON THE ATTITUDES OF INDIAN AND NON-INDIAN STUDENTS. FINAL REPORT. Augusta: Maine State Department of Education, 1970. MF-$0.65 HC-$6.58 170P.

It was found that the lessons did have a positive effect on the attitudes of both Indian and non-Indian children, and that the attitudes of Indian children were most improved indicating improvement in self concept. (SBE)

(329) ED 044 744 Perlman, Daniel, and Oskamp, Stuart. THE EFFECTS OF PICTURE CONTENT AND EXPOSURE FREQUENCY ON EVALUATIONS OF NEGROES AND WHITES. Winnipeg (Manitoba) Canada; Manitoba University; Claremont, Calif.: Claremont Graduate School; Washington, D.C.: American Psychological Association, 1970. MF-$0.65 HC-$3.29 20P.

This study on the effects of picture content and exposure frequency on evaluations of Negroes and whites showed that positive exposure significantly enhanced evaluations and negative exposure decreased evaluations for Negroes. White models showed primarily the positive effect. Increasing exposure enhanced attitudes. (Author/KH)

(330) ED 042 192 Peters, David R., and Schreiner, Philip J. THE EFFECTS OF TELEVISION AND EXPERT FEEDBACK ON SELF-PERCEPTION. Los Angeles: Graduate School of Business Administration, California University, 1970. MF-$0.65 HC-$3.29 27P.

The results indicate that immediate T.V. feedback had a stronger effect upon the structures of the self-percepts than did expert feedback or no feedback, but the differential effects were not always significant. (Author)

(331) ED 043 085 Peterson, Joe. EFFECTS OF SEX OF EXPERIMENTER AND SEX OF SUBJECT IN FIRST AND FIFTH GRADE CHILDREN'S PAIRED ASSOCIATE LEARNING. TECHNICAL REPORT NUMBER 136. PROJECT ON INDIVIDUALLY GUIDED ELEMENTARY LANGUAGE ARTS, PHASE I. PROTOTYPIC SYSTEM OF READING SKILL DEVELOPMENT. BR-5-0216, Madison: Research and Development Center for Cognitive Learning, Wisconsin University, 1970. MF-$0.65 HC-$3.29 73P.

A double blind design was used in the study. Sex of experimenter, sex of subject, and grade of subject were the independent variables in the study. The dependent variable was the total number of correct responses on the paired associate task specifically designed to resemble the act of learning to read. The sex of the teacher, per se, does not differentially affect the academic performance of boys and girls if both sexes are given equal opportunities to participate in instruction. (Author)

(332) ED 047 337 Peterson, Rita Wnitmore, and Lowery, Lawrence F. CURIOSITY, PERSISTENCE AND PROBLEM SOLVING BEHAVIORS AMONG ELEMENTARY SCHOOL CHILDREN. FINAL REPORT. Berkeley, California University, 1970. MF-$0.65 HC-$3.29 96P.

The sample consisted of 125 children from kindergarten, second, fourth, and sixth grade, all of whom voluntarily went to a game room to play Piaget's billiard game. Each was unexpectedly confronted with a scheduled delay during which time he was

invited to wait in a waiting room where his behaviors were observed and analyzed. Multivariate and subsequent univariate analyses of variance indicated that (1) curiosity increased with age, black children were more curious than non-black, no sex differences existed; (2) problem solving ability increased with age, with boys being more successful ultimately than girls; and (3) persistence appeared to be related to age but not to sex or race. (Author/CJ)

(333) ED 044 468 Pettigrew, Thomas F. A STUDY OF SCHOOL INTEGRATION. FINAL REPORT. BR-6-1774, Cambridge, Mass.: Harvard University, 1970. MF-$0.65 HC-$16.45 468P.

This research focuses on the hypothesis that there are consistent patterns of school desegregation and racial attitudes in the South and urban North which can be empirically derived and mathematically described through the simultaneous use of ecological and opinion data. Findings relating to the public school desegregation process in Texas are considered as supporting the hypothesis. New research methods utilized in the study included a method of simulating attitude climates for areas smaller than the original sampling frames of the surveys used; establishment of a 200-survey library of race survey data; adaptation of a number of aggregate analysis techniques to study racial voting across urban precincts; and, two new uses of established methods for contextual models of school desegregation. (RJ)

(334) ED 043 054 Phillips, Beeman N. THE DIAGNOSTIC-INTERVENTION CLASS: ITS CONCEPTUAL STATUS AND RELATION TO A GENERAL SCHOOL PSYCHOLOGICAL SERVICES MODEL, AND RESULTS OF AN IMPLEMENTATION IN AN ELEMENTARY SCHOOL. Washington, D.C.: American Psychological Association; Austin: Texas University, 1970. MF-$0.65 HC-$3.29 13P.

The model identifies three levels of school psychological services: (1) primary, which focus on the entire school population and which are primarily preventive and developmental; (2) secondary, which apply to vulnerable school populations (eg. lower class minority groups) and are heavily ameliorative and compensatory in emphasis; and (3) tertiary, which service children definitely diagnosed as problematic, and which focus on remediation and therapy. The implementation of a variation of the diagnostic-intervention class model in an Austin, Texas elementary school which serves disadvantaged children is described, and results and observations are presented. (TL)

(335) ED 042 535 Picou, J. Steven, and Hernamdez, Pedro F. PERCEIVED SOURCES OF PERSONAL AID AND INFLUENCE FOR THE OCCUPATIONAL ASPIRATIONS OF BLACK HIGH SCHOOL SENIORS: A RURAL-URBAN COMPARISON. Baton Rouge: Agricultural Experiment Station, Louisiana State University, 1970. MF-$0.65 HC-$3.29 19P.

Parents were found to be the most helpful and influential for all categories of students. Teachers were second in influence. Relatives were rated more influential by urban students than were guidance counselors. It was concluded that a general theory of occupational choice cannot be formed until explanations for the differential influence of primary contacts are provided. (JH)

(336) ED 044 749 Pietrofesa, John J., and Schlossberg, Nancy K. COUNSELOR BIAS AND THE FEMALE OCCUPATIONAL ROLE. Detroit: College of Education, Wayne State University, 1970. MF-$0.65 HC-$3.29 13P.

A coached female counselee, portraying a college junior having difficulty deciding between teaching and engineering, was privately interviewed by each of 16 male and 13 female counselor trainees. Interviews were taped and rated for bias. Results indicated that counselor bias exists against women entering "masculine" occupations. Female counselors displayed as much bias as males. (TL)

(337) ED 046 036 Pope, Harlyn Don. THE PERCEIVED ROLE OF THE UNIVERSITY RESIDENCE HALL STUDENT ASSISTANT. Stillwater: Oklahoma State University, 1970. MF-$0.65 HC-$6.58 151P.

Research concerning how 30 male and female students, 30 student assistants and 30 housing administrators perceive the role of residence hall student assistants is presented. Findings include differences in role perception among the three participant groups and between sexes. (TL)

(338) ED 046 578 Pratt, Anne Bennett. STUDENT USE OF COUNSELING IN RURAL NORTHEAST ALABAMA HIGH SCHOOLS. Auburn, Ala.: Auburn University, 1970. Not available from EDRS. Available from Inter-Library Loan from the Library at Auburn University, Auburn, Ala., 147P.

Results revealed that several school and student factors were associated with counseling use, counselor helpfulness ratings, and occupational goals. These data strongly suggested that counseling use and helpfulness evaluations are related to socioeconomic class and residence; however, few structural characteristics of the school are related to counseling use or helpfulness. (Author/LS)

(339) ED 045 831 Prediger, Dale J. VALIDATION OF COUNSELING-SELECTION DATA FOR VOCATIONAL SCHOOL STUDENTS. FINAL REPORT. BR-5-1169, Toledo, Ohio: Toledo University, 1970. MF-$0.65 HC-$6.58 103P.

The general objectives were to develop and implement computer-based procedures for obtaining validated data on the characteristics of vocational school students, and to convert this data into counseling information. Results of the study support the development of a generalized system of computer-based procedures for data information conversion as both feasible and desirable. (Author)

(340) ED 047 136 Prichard, Neal W. COUNSELORS VIEW TRADE AND INDUSTRIAL EDUCATION IN WISCONSIN. Menomonie, Wis.: Stout State University, 1968. MF-$0.65 HC-$3.29 53P.

This study investigated the attitudes of secondary school guidance counselors toward trade and industrial education, in relation to individual characteristics, experience, knowledge about the program, and type of program in operation. Significantly better attitudes were found among older counselors, whereas knowledge was greatest among counselors who were English majors or had at least six years experience with their present employers. Both attitudes and knowledge were higher among counselors who lived in communities offering evening programs in trade and industrial education. (BH)

(341) ED 042 025 Pucel, David J., and Nelson, Howard F. MINNESOTA VOCATIONAL INTEREST INVENTORY TRAINING SUCCESS NORMS INCLUDING SUPPLEMENT ONE. Minneapolis: Department of Industrial Education, Minnesota University, 1970. MF-$0.65 HC-$3.29 45P.

A six-year project is being conducted by the Department of Industrial Education of the University of Minnesota to identify criteria which are useful in counseling post-high school

vocational technical students. The norms included in this report were developed from one of the data collection instruments, the Minnesota Vocational Interest Inventory (MVII), which was administered to students who had been successful in training but not on the job. (SB)

(342) ED 041 337 Pugh, Richard C.; and Others. INDIANA STUDIES IN PREDICTION. NUMBER 13. PREDICTING SUCCESS FOR INDIANA UNIVERSITY FRESHMEN USING THE CEEB ACHIEVEMENT TESTS, THE CEEB SCHOLASTIC APTITUDE TEST, AND HIGH SCHOOL RANK. Bloomington: Bureau of Educational Studies and Testing, Indiana University, 1970. MF-$0.65 HC-$3.29 46P.

The primary aim of this study was to determine whether College Entrance Examination Board Achievement Test results provide additional information for the prediction of academic success beyond the normal data accumulated. The mixed results obtained in this study suggest a thoughtful review of the practice of requiring CEEB Achievement Tests for admission to the University. (Author/KJ)

(343) ED 042 833 Purl, Mabel C. THE RIVERSIDE SCHOOL INTEGRATION STUDY: INTRODUCTION, PERIOD SURVEY, AND TEACHER QUESTIONNAIRE. Riverside, Calif.: Riverside Unified School District, 1970. MF-$0.65 HC-$3.29 59P.

An analysis of the "questionnaire on experience of elementary school teachers with school desegregation," administered from September 1966 to March 1968, and a continuation of the analysis of the questionnaire data are provided. (JM)

(344) ED 047 331 Radin, Norma. EVALUATION OF THE DAYCARE CONSULTATION PROGRAM OF 1969-1970. Ann Arbor: School of Social Work, Michigan University, 1970. MF-$0.65 HC-Not available from EDRS. 35P.

Evaluated is a program with two components: individual consultations offered bi-weekly to daycare mothers in their homes, and group discussions in which the mothers talked about their mutual concerns and interests. Findings show that experimental group mothers, regardless of class, differed significantly from their matched controls in showing an increase in rejection of the homemaker role by the end of the year, and that mothers in the lower class experimental group evaluated their daycare children as being more dependent at the end of the year than at the beginning. Increased dependence is considered desirable in lower class children since it suggests an increased susceptibility to influence by future teachers. (Author/RSM)

(345) ED 043 044 Rahmlow, Harold F., and Dunn, James A. SOME RESULTS OF USING STUDENT PERFORMANCE DATA FOR IMPROVEMENT OF INDIVIDUALIZED INSTRUCTIONAL UNITS. THE DEVELOPMENT OF PROCEDURES FOR THE INDIVIDUALIZATION OF EDUCATIONAL PROGRAMS. Palo Alto: American Institutes for Research; Washington, D.C.: American Psychological Association, 1970. MF-$0.65 HC-$3.29 24P.

PLAN is an ungraded, computer supported, individualized program of education. This paper discusses the development of this program, year by year. A program of study is developed by checking state and local school system requirements, the student's academic history, and the student's academic foundations. At the secondary level, this program is aimed at providing the student with preparation for at least two major long term goals which have been decided upon by him and his parents. The examples given using student performance data show the data upon which revisions of PLAN modules were made as well as student performance on the revised materials. (SJ)

(346) ED 046 008 Reagles, Kenneth W.; and Others. CORRELATES OF CLIENT SATISFACTION IN AN EXPANDED VOCATIONAL REHABILITATION PROGRAM. WISCONSIN STUDIES IN VOCATIONAL REHABILITATION. MONOGRAPH XII. SERIES 2. Madison: Regional Rehabilitation Research Institute, Wisconsin University, 1970. Not available from EDRS. Available from Kenneth W. Reagles, University of Wisconsin, Regional Rehabilitation Research Institute, Master Hall, 415 West Gilman St., Madison, Wis. 53706 72P.

This study indicates that the measurement of client satisfaction with rehabilitation services is feasible. It also demonstrates that the positive correlates of satisfaction primarily concern (1) the intensity of the case service process, such as cost of purchased services and amount of counselor time; and (2) the client's status at the close of and after rehabilitation, particularly his vocational status. (RSM)

(347) ED 043 704 Redfearn, David. LEVEL OF EXPECTATION, ACTUAL PERFORMANCE, AND REACTIONS TO SUCCESS AND FAILURE IN THREE ETHNIC GROUPS. Los Angeles: California University, 1969. MF-$0.65 HC-Not available from EDRS. 16P.

Mexican-American subjects were found to have a more realistic increase in confidence following desegregation; and black children, highest in expectations, showed an overall decrease in anxiety. (Author/JW)

(348) ED 045 074 Reed, M. Douglas. OPERANT CONDITIONING OF COLLEGE STUDY BEHAVIOR. Lynchburg: Central Virginia Community College, 1970. MF-$0.65 HC-Not available from EDRS. 22P.

The subjects' performance showed that reinforcement of surveying behavior folowing a lecture of the subject was more effective than a lecture without reinforcement. Reinforced subjects made significantly fewer surveying omissions and performed better on tests. (Author/RC)

(349) ED 041 637 Reimanis, Gunars. A STUDY OF HOME ENVIRONMENT AND READINESS FOR ACHIEVEMENT AT SCHOOL. FINAL REPORT. BR-9-B-065, Corning, N.Y.: Corning Community College, 1970. MF-$0.65 HC-$3.29 43P.

This study tested two main hypotheses: (1) that inconsistency in the home environment interferes with the development of internal reinforcement control; and (2) that internal reinforcement control can be increased by special teacher efforts in the classroom, and by group discussions outside the class. The findings partly supported the first hypothesis. Internal reinforcement control was related to home environment, with sex differences. The second hypothesis was supported by the findings that feelings of internal reinforcement control increased in both early graders and college students after special counseling. (Author/NH)

(350) ED 043 088 Resnick, Lauren B.; and Others. TRANSFER AND SEQUENCE IN LEARNING DOUBLE CLASSIFICATION SKILLS. WORKING PAPER 56. Pittsburgh: Learning Research and Development Center, Pittsburgh University; Pittsburgh Public Schools, 1970. MF-$0.65 HC-$3.29 28P.

Kindergarten Ss were trained on two different double classification matrix tasks to determine whether the tasks were hierarchically related. Behavior analyses had shown one to be simpler than the other. It was predicted that learning the simple task first was the optimal learning sequence. Findings supported this. It was suggested that acquisition of complex cognitive skills may be a matter of learning specific relevant prerequisites. (TL)

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(351) ED 041 418 Rice, Joseph P. THE GIFTED: DEVELOPING TOTAL TALENT. 1970. Not available from EDRS. Available from Charles C. Thomas, Publisher, 301-327 E. Lawrence Ave., Springfield, Ill. 62703 ($17.50) 339P.

Basic ingredients of educational program development for the gifted are developed. Consideration of program goals, a composite classification of talents, and identification of the gifted precedes a discussion on rearing and educating gifted children including expectations, parents obligations, and educational planning. (KW)

(352) ED 045 041 Riley, William L. A COMPARISON OF PERCEPTION OF THE UNIVERSITY ENVIRONMENT BY UNDERGRADUATE MARRIED AND SINGLE MALE STUDENTS. Columbia: College of Education, Missouri University, 1970. MF-$0.65 HC-$3.29 12P.

Seventy-five upperclass male students were selected at random from the university's single on-campus, single off-campus, and married off-campus undergraduate population. The results suggested that the students in the four groups measured perceived the university environment similarly. Marriage or the student's place of residence did not seem to have a differential effect on his perception. (AF)

(353) ED 041 314 Rizzo, Paula M. ENVIRONMENTAL PRESS IN THE SECONDARY SCHOOL: A MEASURE OF TEACHER AND STUDENT PERCEPTIONS. Oneonta: University of New York at Oneonta, (1967). MF-$0.65 HC-$3.29 11P.

The purposes of this study were to measure secondary school environments in order to: (1) determine if these environments as perceived by students and teachers differed along selected variables, and (2) determine if teacher perceptions in selected schools differed from student perceptions. Analysis of variance yielded significant school-to-school differences and significant teacher-student perception discrepancies at certain schools. (Author)

(354) ED 042 271 Robeck, Mildred C. SPECIAL CLASS PROGRAMS FOR INTELLECTUALLY GIFTED PUPILS. Sacramento: California State Department of Education, 1968. MF-$0.65 HC-$6.58 116P.

The following aspects of the classes are described: administrative procedures and organization, selection of students, curriculum development oriented to the learners, provisions for professional education of teaching personnel, and evaluation by informal and formal measures. (SP)

(355) ED 043 371 Rodman, Hyman, and Voydanoff, Patricia. SOCIAL CLASS AND PARENTS' ASPIRATIONS FOR THEIR CHILDREN. RESEARCH REPORT NO. 3 (REVISTED). Detroit: Merrill-Palmer Institute; East Lansing: Head Start Evaluation and Research Center, Michigan State University, 1969. MF-$0.65 HC-$3.29 31P.

The basic hypothesis is that social class is related to the width of the range; that is, the lower the social class level the wider the range of aspiration. Interviews were conducted with parents of 255 Negro kindergarten and pre-school children, representing both lower class and middle class backgrounds. The hypothesis was supported for both educational and occupational aspirations. To encourage mobility it is important to provide opportunities and to establish a conviction of their attainability. (Author/NH)

(356) ED 046 145 Rothman, Esther P. THE ANGEL INSIDE WENT SOUR. 1970. Not available from EDRS. Available from David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 ($7.95) 333P.

The author describes her experiences as principal of the Livingston School for Girls which was created for delinquent adolescents suspended from regular schools. She discusses the policy and objectives of the school through descriptions of the girls themselves, curriculum planning, the work study future needs. The therapeutic approach is one of concern for the self-esteem, personal adjustment, and individual responsibility for the disadvantaged teenage girls. (RD)

(357) ED 041 543 Rowland, Howard Ray. A STUDY OF THE CAMPUS OMBUDSMAN IN AMERICAN HIGHER EDUCATION WITH EMPHASIS ON MICHIGAN STATE UNIVERSITY. AN ABSTRACT OF A THESIS. East Lansing: Michigan State University, 1969. MF-$0.65 HC-$3.29 6P.

The purposes of the study were: to define the campus Ombudsman, to describe his activities, and to analyze the effects of his activities. "The campus Ombudsman cannot ward off major student confrontations of a political nature challenging the organizational structure of the institution. The position requires an organizational structure which is relatively stable, supported and trusted by most of its people within it most of the time. It is intended to make a system of government function as designed rather than to restructure the system." (AF)

(358) ED 041 544 Rust, James. A CAMPUS OMBUDSMAN LOOKS AT HIS JOB. East Lansing: Michigan State University, 1969. MF-$0.65 HC-$3.29 9P.

After briefly reviewing the history and characteristics of the office of the Ombudsman, the author discusses the establishment of that office at Michigan State University. (AF)

(359) ED 042 225 Ryan, T.A. AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION 1970 PRESSION SYSTEMS RESEARCH FOR COUNSELORS, COUNSELOR EDUCATORS, AND SUPERVISORS. FINAL REPORT. Honolulu: Hawaii University, 1970. MF-$0.65 HC-$3.29 34P.

The primary aims of the program were to: (1) develop participants' knowledge and understanding of systems research concepts and principles; and (2) to develop participants' proficiency in using systems techniques for planning and evaluating counseling, counselor education, supervision, and related areas. Evaluation revealed attainment of program objectives at a near criterion level for most participants. (Author)

(360) ED 043 091 Ryan, T.A. VALUE CONFLICT IN ELEMENTARY SCHOOLS IN HAWAII. INTERIM REPORT. BR-9-0528, Honolulu: Education Research and Development Center, Hawaii University, 1970. MF-$0.65 HC-$3.29 69P.

This is a report of the first phase of a three-phase project to determine the extent to which values of parents, pupils, and teachers are congruent and to determine relationships across ethnic, socioeconomic, occupational, and related variables. The purpose of Phase 1 was to conceptualize the values domain, preliminary to instrumentation and measurement to be accomplished in Phases 2 and 3. (Author/CJ)

(361) ED 047 056 Sacks, Susan Riemer. INFLUENCE OF BLACK IS BEAUTIFUL PROGRAM ON BLACK ADOLESCENTS' DRAWINGS AND HIGH STATUS JOB SELECTIONS. New York: Annual Meeting of the American Educational Research Association, 1971. MF-$0.65 HC-Not available from EDRS. 17P.

Drawings of men by black boys at two junior high schools, one with a Black is Beautiful (BB) program, found twice as many (34 percent) black men drawn in BB school. "You" and "They" for forms of the Choose-a-Man task were completed in the two schools. Students themselves ("You") overwhelmingly hired black store managers from four photographs, varying from Caucasian to Negroid. BB program students thought the store ("They") would select a black manager; non-program and North Carolina students thought a non-black would as frequently become manager. (Author/RJ)

(362) ED 044 730 Salomone, Paul R.; and Others (Eds.). ABSTRACTS OF RESEARCH IN REHABILITATION. Fayetteville: Arkansas Rehabilitation Research and Training Center, Arkansas University, 1970. MF-$0.65 HC-$3.29 53P.

This monograph has been prepared and published to disseminate the results of recent scientific research in rehabilitation counseling and related areas. The twenty abstracts in this volume reflect the quality and variety of research which is currently underway throughout the country. (KJ)

(363) ED 041 296 Samuels, Arthur S. THE USE OF INTERRACIAL GROUP EXPERIENCE FOR THE REDUCTION OF RACIAL TENSION. New Orleans: Tulane University of Louisiana, (1968). MF-$0.65 HC-Not available from EDRS. Available from Arthur S. Samuels, Associate Professor of Clinical Psychiatry, Tulane University School of Medicine, 1524 Aline St., New Orleans, La. 70115 19P.

Encounter groups, in which blacks and whites were brought together to reduce their mutual fear and hatred, are discussed. The paper describes some of the major processes which occur in these complex groups. The role of the group leader during various stages of the group was closely scrutinized. The paper concluded hopefully that what is learned in such groups might be extended to the community at large. (TL)

(364) ED 043 668 Sanders, James L. AN EVALUATION OF INTERPRESONAL COMMUNICATIONS IN FLAGSTAFF HIGH SCHOOL. Flagstaff: Northern Arizona Supplementary Education Center, 1970. MF-$0.65 HC-$3.29 36P.

The students see their communications with various members of the faculty, administration, and staff as poorer than the teachers view their communications with the same people, excluding the counselors. Four important principles for good communication are presented as possible future guidelines: (1) creation of an informal atmosphere, (2) lessening of role playing to the point needed to maintain the structure of the school, (3) the willingness of all persons to share feelings as well as thoughts, and (4) the development of trust in all people in the school. (AE)

(365) ED 046 045 Sarrel, Phillip M., and Sarrel, Lorna J. A SEX COUNSELING SERVICE FOR COLLEGE STUDENTS. New Haven, Conn.: Yale University, 1970. MF-$0.65 HC-Not available from EDRS. 13P.

This paper discusses the setting up and functioning of a sex counseling service at Yale College. Included in this paper are: (1) an introduction; (2) background information; (3) starting the sex counseling service; (4) the approaches used toward the three major problems – contraception, pregnancy, and sexual dysfunction or concern; (5) the value of a cotherapy team; and (6) campus response to the service. (Author/KJ)

(366) ED 043 049 Schaefer, Charles E. EVALUATION OF A PROGRAM FOR DEVELOPING CREATIVE THINKING IN TEACHERS AND CHILDREN AT THE 4TH AND 5TH GRADE LEVELS. Bronx, N.Y.: Fordham University, (1970). MF-$0.65 HC-$3.29 54P.

A total of 687 fourth and fifth grade students and 27 teachers from four public schools in New York City were participants in either the experimental or control groups. At the end of the training program experimental teachers were judged by classroom observations to show a more democratic and original approach in their teaching than control teachers and the experimental children exhibited more alert and original behavior than the controls. The test battery indicated that the program was effective in improving the children's attitude toward creative expression. (Author/RSM)

(367) ED 046 061 Schwartz, Audrey James. TRADITIONAL VALUES AND CONTEMPORARY ACHIEVEMENT OF JAPANESE-AMERICAN PUPILS. REPORT NUMBER 65. BR-6-1646, Los Angeles: Center for the Study of Evaluation, California University, 1970. MF-$0.65 HC-$3.29 47P.

Comparison of Japanese-American and Anglo samples on value orientation variables support the hypothesis that the comparatively high achievement of Japanese-Americans is related more to traditional Japanese cultural values than to acquired American values. Japanese-Americans appear to be less acculturated to the values of the American middle class than generally believed, and explanations which rely on theories of acculturation do not adequately account for their success in American society. (Author/CJ)

(368) ED 044 745 Scott, Robert A. CHALLENGES PRESENTED BY OPEN ENROLLMENT. Ithaca, N.Y.: Cornell University; Evanston, Ill.: National Association of College Admissions Counselors, 1970. MF-$0.65 HC-$3.29 5P.

Cornell has chosen to admit a percentage of disadvantaged students under different selection criteria than those admitted under traditional criteria. Based on studies at Cornell, when selecting minority group students, more value should be placed on non-intellective factors such as motivation and leadership ability than on standardized test results. (Author/KJ)

(369) ED 045 748 Shearouse, H.S. IN-SERVICE EDUCATION TO SOLVE PROBLEMS INCIDENT TO THE ELIMINATION OF THE DUAL SCHOOL SYSTEM. FINAL TECHNICAL REPORT. Conyers, Ga.: Rockdale County Public Schools, 1969. MF-$0.65 HC-Not available from EDRS. 127P.

The purpose of the program was to prepare the school system and the community for desegregation by working with the teaching staff. A Coordinating Committee was set up, which participated in sensitivity training sessions in order to lead small discussion groups. Results of this inservice program are considered to be shown in the smooth transition into desegregated schools; the Coordinating Committee provided strong leadership, and the small discussion groups demonstrated the value of letting faculty members tackle school problems. (Author/JW)

(370) ED 044 425 Shimberg, Benjamin. PREDICTION AND GUIDANCE. 1969. MF-$0.65 HC-$3.29 8P.

Problems in the application and misapplication of test scores are discussed. Tests have been used to achieve optimum use of resources rather than optimum development of the individual. The use of test scores to measure abilities relevant to the skills required for a given occupation is considered. Finally, numerous suggestions are made which would aid counselors in fulfilling their responsibilities. (PR)

(371) ED 047 332 Shively, Joe E.; and Others. EFFECTS OF CREATIVITY TRAINING PROGRAMS AND TEACHER INFLUENCE ON PUPIL'S CREATIVE THINKING ABILITIES AND RELATED ATTITUDES. Lafayette, Ind.: Purdue Universtiy; Washington, D.C.: American Educational Research Association, 1971. MF-$0.65 HC-$3.29 20P.

Although the results are complex, they suggest that the Productive Thinking Program seemed somewhat more productive than the Purdue Creative Thinking Program, particularly in the absence of teacher involvement in the former. It is also suggested that the teachers' level of divergent thinking ability may have little bearing on the effects of the programs in general. (Author/RSM)

(372) ED 045 181 Sibley, Sally A.; and Others. MODIFICATION OF THE CLASSROOM BEHAVIOR OF A "DISADVANTAGED" KINDERGARTEN BOY BY SOCIAL REINFORCEMENT AND ISOLATION. Durham, N.C.: Duke University, (1967). MF-$0.65 HC-$3.29 50P.

The treatment program involved presentation of adult (teacher) attention contingent upon desirable classroom behavior, withholding of attention contingent upon inappropriate behavior, and social isolation contingent upon unacceptable behavior. The program was carried out daily in the activities of free play, discussion, and rest. The subject's inappropriate and unacceptable behaviors significantly decreased when they were punished (isolation) rather than ignored. The study indicates that the systematic use of social reinforcement techniques in the classroom can significantly change a child's behavior. (Author/NH)

(373) ED 043 381 Sibley, Sally A.; and Others. MODIFICATION BY SOCIAL REINFORCEMENT OF DEFICIENT SOCIAL BEHAVIOR OF DISADVANTAGED KINDERGARTEN CHILDREN. Durham, N.C.: Duke University, (1967). MF-$0.65 HC-$3.29 16P.

Positive social reinforcement (teacher attention) was used to modify the deficient social behavior of two disadvantaged Negro kindergarten children. Treatment programs planned for the two children involved teacher attention (positive or neutral), contingent on parallel or interactive play. Extinction and reintroduction of the reinforcement programs were instituted to demonstrate their control over the subjects' social behavior. Teacher reinforcement was evidently the crucial variable factor as subjects' parallel and interactive play decreased during the extinction period. (NH)

(374) ED 044 735 Siegman, Aron Wolfe; and Others. VERBAL INDICES OF INTERPERSONAL IMBALANCE IN THE INTERVIEW. Towson, Md.: Sheppard and Enoch Pratt Hospital; College Park: Maryland University; Brooklyn: Downstate Medical Center, State University of New York, 1970. MF-$0.65 HC-$3.29 8P.

The study tested two hypotheses based on Heider's balance theory: (1) imbalanced interview conditions are associated with a faster rate of speech; and (2) imbalanced interview conditions are associated with greater interviewee productivity. Twenty-four subjects participated in interviews in which imbalanced and balanced conditions had been manipulated. Results showed: (1) that speech rate was higher in imbalanced conditions; and (2) that interviewees who liked their interviewer were more productive in the imbalanced than in the balanced state. (TL)

(375) ED 042 486 Silberstein, Ruth. RISK-TAKING BEHAVIOR IN PRESCHOOL CHILDREN FROM THREE ETHNIC BACKGROUNDS. Los Angeles: Center for Head Start Evaluation and Research, California University, 1969. MF-$0.65 HC-$3.29 45P.

Analysis of the data showed no significant differences between ethnic groups, sexes, treatments, or for effects of failure and success. However, as predicted, Mexican-Americans took significantly fewer chances with candy reward, while Negro and Anglo-Americans took fewer chances with bead and praise reward. (MH)

(376) ED 043 901 Silver, Robert J. EFFECTS OF SUBJECT STATUS AND INTERVIEWER RESPONSE PROGRAM UPON SUBJECT SELF-DISCLOSURE IN STANDARDIZED INTERVIEWS. Normal: Illinois State University; Bloomington: Indiana University, 1970. MF-$0.65 HC-$3.29 14P.

Two contrasting psychotherapeutic techniques were compared: (1) Jay Haley's, which utilizes the therapist's positional advantage over the client in terms of power, position and status; and (2) Carl Roger's, which rejects the notion that a positional advantage is therapuetic. Neither technique received unqualified support. The Haley competitive-evaluative program produced the greatest amount of self-disclosure, while the Rogerian reflective approach was most effective for subject comfort. (TL)

(377) ED 044 720 Silverman, Manuel Stewart. EFFECTS OF DIFFERENTIAL PRACTICUM EXPERIENCES ON CLIENT AND COUNSELOR PERCEPTIONS OF INTITIAL INTERVIEWS. Evanston, Ill.: Northwestern University, 1969. MF-$0.65 HC-¢.58 138P.

This study on an experiential introspective approach versus a didactic behavioristic approach to counseling practicum indicated that both clients and counselors perceived counseling sessions differently, depending on the type of experience they had. Furthermore, client and counselor in the same type of session viewed the session differently. (KJ)

(378) ED 047 340 Silverman, Mitchell. AN ANALYSIS OF A COMPREHENSIVE EVALUATION MODEL FOR GUIDED GROUP INTERACTION TECHNIQUES WITH JUVENILE DELINQUENTS. FINAL REPORT. VOLUME 2. NUMBER 1. Tampa: Institute III: Exceptional Children and Adults, University of South Florida, 1970. MF-$0.65 HC-$3.29 83P.

Reported are the first-phase activities of a longitudinal project designed to evaluate the effectiveness of Guided Group Interaction (GGI) technique as a meaningful approach in the field of corrections. The main findings relate to the establishment of reliability for the main components of the Revised Behavior Scores System developed to assess the basic processes taking place in settings using GGI as a therapeutic technique. This system is derived from the scoring categories, surscores, and scoring conventions developed by Borgatta and Crowther (1965) in the Behavior Scores System. Results indicate that in general the system is sufficiently reliable to generate sound data, although data generated for the surscores and the single scoring convention used indicates that these components in the analysis system should not be used for gathering quantifiable data. (Author)

(379) ED 042 937 Simon, Anita, and Boyer, E. Gil (Eds.) MIRRORS FOR BEHAVIOR, AN ANTHOLOGY OF CLASSROOM OBSERVATION INSTRUMENTS. 1970 SUPPLEMENT, VOLS. A AND B. BR-6-2867, Philadelphia, Pa.: Research for Better Schools, Inc., 1970. Not available from EDRS. Available from selected university libraries and educational research and development institutions through interlibrary loans. 900P.

The 13 classroom observation systems included in this two volume supplement to "Mirrors for Behavior" Vol. I-XV are designed to collect data about human interaction in the teaching/learning process. The dimensions of the communication process being measured vary from system to system and include: classroom structure (who talks to whom, when and how), levels of cognitive and affective experience, classroom management, pupil activities, as well as components of nonverbal expression. (Author)

(380) ED 043 074 Simon, Ralph. THE PARAPROFESSIONALS ARE COMING! THE PARAPROFESSIONALS ARE COMING! Washington, D.C.: American Psychological Association; Bethesda, Md.: National Institute of Mental Health (D-HEW), 1970. MF-$0.65 HC-$3.29 27P.

An initial assumption was that persons with less than full professional training can provide meaningful, useful and effective mental health services. The extent of current associate of arts level training programs is discussed, as well as the curriculum. The current status of the job market is analyzed. One major consideration is the extent to which the professions should play a major role in non-professional training. (TL)

(381) ED 041 975 Singer, Harry. EFFECT OF INTEGRATION ON ACHIEVEMENT OF ANGLOS, BLACKS, AND MEXICAN-AMERICANS. California State Office of Compensatory Education, 1970. MF $0.65 HC-$3.29 29P.

Integration in Riverside Unified School District, California, justified on moral, legal, social, and educational grounds, provided a natural time-series experiment for testing the unexpected effects of lateral transmission of peer group values and normalization of instruction on the achievement of Anglos, blacks, and Mexican-Americans. Anglo achievement was not reduced, nor was black and Mexican-American achievement improved due to integration. (Author/RJ)

(382) ED 045 258 Sistrunk, Joan, and Brandner, Lowell. A STUDY OF SIXTEEN KANSAS HIGH SCHOOL GRADUATING CLASSES, TO DETERMINE MOTIVATION FOR OR AGAINST GOING TO COLLEGE. 1965. MF-$0.65 HC-$3.29 21P.

Some results of the study indicated that (1) more seniors from high-ranking counties planned to continue their education; (2) the percentage of boys and girls who planned to go to college was about the same; (3) most seniors' fathers were farmers and the mothers were housewives, with more mothers in the high-ranking counties having other occupations; and (4) mothers in both county groups were better educated than fathers. The most frequent reason for not going to college was related to finances. It was concluded that motivation to attend college must begin at an early age. (AN)

(383) ED 044 187 Skinner, Jann, and Brunstein, James J. THE SOMERTON STORY, PART I. A PROGRESS REPORT ON THE SOMERTON DEMONSTRATION SCHOOL FOR MIGRANT CHILD EDUCATION. Phoenix: Division of Migrant Child Education, Arizona State Department of Public Instruction, 1968. MF-$0.65 HC-$3.29 18P.

The Somerton program, initiated in 1967, is an attempt to help solve the many educational problems facing the migrant child. Included are (1) the pre-first-grade language-experience and readiness program; (2) the health program which includes a school nurse as well as medical and dental care from local doctors; (3) three ungraded primary classrooms; (4) the school cafeteria which serves breakfast and lunch whether the children are able to pay or not; (5) the intermediate and junior high school programs which include home economics, industrial arts, and physical education; (6) the Resource Center, which is the heart of the instructional program; and (7) the inservice training program for teachers of migrant children. (EJ)

(384) ED 046 150 Skipper, Charles E. A LONGTIUDINAL STUDY OF THE DEVELOPMENT OF CREATIVITY. Dayton, Ohio: Dayton City Schools, (1970). MF-$0.65 HC-$3.29 69P.

To determine if creative behavior could be developed in adolescents, a longitudinal evaluation of the Living Arts Program was conducted. The experimental group had the opportunity to participate in many facets of the arts and to study in depth one or more of the arts through exhibitions, lecture-deomonstrations, performances, and individual presentations by guest artists and Living Arts staff. The results indicated that students enrolled in the program: (1) became more deeply involved in cultural activities of the community; (2) developed verbal skills; and (3) engaged in more independent creative activities. (CD)

(385) ED 044 762 Sloan, Nancy. PERSONNEL SERVICES REVIEW. PROGRAMS ON DRUG USE AND ABUSE. SERIES 5. CONTEMPORARY ISSUES IN STUDENT PERSONNEL WORK. Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1970. MF-$0.65 HC-$3.29 16P.

Intended for use by counseling practitioners to aid in the development of programs and attitudes, this monograph discusses drug abuse through the exploration of: (1) models of practice; (2) some generalization. An extensive list of references, many of them annotated, is included. (CJ)

(386) ED 044 763 Sloan, Nancy. PERSONNEL SERVICES REVIEW. SUPPORT PERSONNEL IN GUIDANCE PROGRAMS. SERIES 3. HUMAN RESOURCES IN THE GUIDANCE PROGRAM. Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1970. MF-$0.65 HC-$3.29 14P.

Intended for use by school personnel workers, on all levels, to help in the development of new programs through actively working with other significant persons, this monograph discusses support personnel through the exploration of: (1) models of practice; (2) some generalizations; (3) action possibilities; and (4) suggestions for implementation. An annotated list of references is included. (CJ)

(387) ED 045 777 Smith, Arthur L., Jr. TOWARD TRANSRACIAL COMMUNICATION. CENTER MONOGRAPH SERIES, NO. 1 . Los Angeles: Afro-American Studies Center, California University, 1970. MF-$0.65 HC-$3.29 36P.

This monograph attempts to explore and explain communication between different racial groups within the scope of existing communication theory. No solutions are presented but basic problems are pointed out. An account of some characteristics of transracial communication in the attempt to understand the constraints and pressures of interracial communication is given. (Author/JW)

(388) ED 044 442 Smith, John E.; and Others. THE PREDICTION OF SCHOOL DROPOUTS IN APPALACHIA--VALIDATION OF A DROPOUT SCALE. MF-$0.65 HC-$3.29 15P.

A 34-item scale, constructed for subjects with a fifth grade reading level, was administered to 113 high school seniors and 113 dropouts matched on age and IQ. The Chi-square test and correlational analysis were conducted to examine the item characteristics. The results indicated that 18 of the original 34 items with significant discrimination and predictive power (p. 05) could be retained in a revised scale. The items in

the revised scale appear to fall into three main classes: (1) a failure syndrome, (2) involvement in extracurricular activities, and (3) home background. (Author/CK)

(389) ED 043 293 Smith, M. Daniel. ATTITUDES OF COLLEGE FRESHMEN IN AN EXPERIMENTAL PROGRAM. Durham: New Hampshire University, 1968. MF-$0.65 HC-$3.29 16P.

It was found that: experimental students viewed the college as less impulsive and more traditional than did other groups; they saw themselves as more impulsive, liberal, egg-headed and rebellious than did other students; they were more likely to drop out for academic reasons and less comfortable with other students. (AF)

(390) ED 043 978 Smith, William I. GUIDELINES TO CLASSROOM BEHAVIOR. 1970. Not available from EDRS. Available from Book-Lab Inc., 1449 37th St., Brooklyn, N.Y. 11218 ($2.50) 128P.

Designed for classes of the mentally retarded but applicable to all children, the guidelines to classroom behavior present concepts of discipline and class management including teacher attitudes toward behavior, desired teacher and student relationships, the needs of the student (particularly the need for attention), and the objectives of enhancing student strengths and success areas. The understanding of behaviors and motivations by the teacher is emphasized throughout the text. (RD)

(391) ED 043 696 Soares, Anthony T., and Soares, Louise M. INTERPERSONAL AND SELF-PERCEPTIONS OF DISADVANTAGED AND ADVANTAGED HIGH SCHOOL STUDENTS. Miami Beach, Fla.: 78th Annual Convention of the American Psychological Association, 1970. MF-$0.65 HC-$3.29 6P.

An inventory of 40 bipolar traits was given to the students, and the teacher group was given some traits but with instructions to rate each of the students in the sample who were in the instructor's class. It was found that disadvantaged students view themselves similarly to how they believe others look at them, but the teachers actually see them less positively. Teachers tend to think more highly of advantaged students. (Author/DM)

(392) ED 042 871 Soares, Louise M.; Soares, Anthony T. SELF CONCEPTS OF DISADVANTAGED AND ADVANTAGED STUDENTS. Paper presented at the 78th Annual Convention of the American Psychological Association, Miami Beach, Fla., September, 1970. MF-$0.65 HC-$3.29 7P.

The results showed that disadvantaged children of all ages had higher self concepts than advantaged children, but that disadvantaged high school students were not as high in self concept as disadvantaged children at the elementary school level. (RJ)

(393) ED 041 972 Spaights, Ernest (Ed.). SUPPORT SERVICES FOR DISADVANTAGED COLLEGE STUDENTS: A SYMPOSIUM. New Orleans, La.: American Personnel and Guidance Association Convention, 1970. MF-$0.65 HC-$3.29 14P.

This symposium on support services for disadvantaged college students is comprised respectively of papers bearing on an effective advising component, effective admissions unit, and effective instructional support component for an educational opportunity program. (RJ)

(394) ED 045 861 Speck, David G. OMBUDSMAN ON CAMPUS: A REVIEW. Washington, D.C.: ERIC Clearinghouse on Higher Education, 1971. MF-$0.65 HC-$3.29 6P.

The author believes the need for an ombudsman stems from a greatly increased student enrollment and an accompanying impersonality regarding academic and administrative procedures. There is a discussion of typical problems brought before the ombudsman, the manner in which ombudsmen have acted upon these problems, the optimum length of time in office, methods for filling the position, benefits of having such a position, and his role in crisis situations. (WVM)

(395) ED 043 040 Spector, Patricia Ann Jakubowski. AN APPLICATION OF THE BEHAVIOR CHANGE PRINCIPLES OF ROLE PLAYING AND SHAPING TO THE TRAINING OF COUNSELORS. Washington, D.C.: American Personnel and Guidance Association; St. Louis, Mo.: Washington University, 1969. MF-$0.65 HC-$3.29 10P.

The need for a pre-praticum simulated counseling experience is discussed. Emphasis was placed on the utilization of the behavior change principles of role playing and shaping. The paper concludes by acknowledging that the description of the pre-praticum experience was observational and without experimental, back-up data, but that initial indications were that it is a fruitful approach deserving of further research. (TL)

(396) ED 045 225 Spilka, Bernard. ALIENATION AND ACHIEVEMENT AMONG OGLALA SIOUX SECONDARY SCHOOL STUDENTS. FINAL REPORT. Bethesda, Md.: National Institute of Mental Health (DHEW), 1970. MF-$0.65 HC-$19.74 529P.

This document attempts to portray the circumstances affecting the Indian child in school. It is concluded (1) that factors of political and economic realities in which Indian students exist override immediate local influences and (2) that any thoroughgoing program must deal with the fact that poor performance or failure to complete schooling is very much a function of alienation on the part of the child in a conflicted community where middle-class values clash with residues of the Indian cultural heritage. (EL)

(397) ED 043 295 Stanley, Julian C. PREDICTING COLLEGE SUCCESS OF EDUCATIONALLY DISADVANTAGED STUDENTS. Baltimore: Center for the Study of Social Organization of Schools, Johns Hopkins University, 1970. MF-$0.65 HC-$3.29 45P.

Aptitude test scores and high school grades, when used together, usually do predict college grades of disadvantaged students about as well as they do for other students. Therefore, admission to selective colleges should be based substantially on test scores and high school grades, regardless of ethnic or socioeconomic background, and the gap between the academic promise of educationally disadvantaged applicants and the usual minimum demands of the institution should not be greater than explicit provisions for remediation, tutoring, coaching, and perhaps curriculum reform can bridge. (AF)

(398) ED 047 325 Steele, Joe Milan; and Others. ASSESSING INSTRUCTIONAL CLIMATE: DEVELOPMENT OF THE CLASS ACTIVITIES QUESTIONNAIRE; PATTERNS OF COGNITIVE AND AFFECTIVE EMPHASIS IN GIFTED AND AVERAGE CLASSES. Washington, D.C.: American Educational Research Association; Urbana: Center for Instructional Research and Curriculum Development, Illinois University, 1971. MF-$0.65 HC-$3.29 35P.

As part of a large-scale evaluation of the state gifted program in Illinois, the systematic collection and processing of low inference student judgements about their classes was used to describe and evaluate classroom transactions. Gifted classes were found to be superior to average classes in emphasizing higher thought processes, classroom focus, and classroom climate, but not lower thought processes. (Author/RSM)

(399) ED 043 990 Steele, Joe Milan; and Others. INSTRUCTIONAL CLIMATE IN ILLINOIS GIFTED CLASSES. Urbana: Center for Instructional Research and Curriculum Evaluation, Illinois University, 1970. MF-$0.65 HC-$3.29 62P.

In order to evaluate the program, a study was conducted in which the Class Activities Questionnaire (CAQ) was administered to 3,138 students in Reimbursement Gifted Classes, Demonstration Gifted Classes and Average (Non Gifted) Classes (grade six through 12). Results showed significant differences between Average and Gifted classes in the degree of emphasis on higher thought processes, classroom focus, and classroom climate. Significant differences were also noted between Average and Gifted classes on the statistical factors of application, synthesis, enthusiasm, independence, memory, and test/grade stress. (RD)

(400) ED 042 512 Stern, Carolyn; and Others. APPLICATION OF GROUP DYNAMICS PROCEDURES TO PROMOTE COMMUNICATION AMONG PARENTS AND TEACHERS. Los Angeles: Center for Head Start Evaluation and Research, California University, 1970. MF-$0.65 HC-$3.29 34P.

This study sought to determine whether increased communication among the four groups of adults most influential in the child's transition from preschool to kindergarten would lead to a greater similarity of goals and attitudes among these groups. Pre-post analysis revealed a trend toward similarity in goals among members of the experimental group. (MH)

(401) ED 045 735 Stern, Carolyn; and Others TEACHERS EXPECTATIONS FOR ACHIEVEMENT OF CHILDREN IN HEAD START (TEACH). Los Angeles: Head Start Evaluation and Research Center, California University. MF-$0.65 HC-$3.29 15P.

The development of an instrument which would relate the variables of teacher goals, classroom activities, and children's achievement is fully described. An unmodified version of the instrument was first administered to head teachers and assistant teachers of 24 Head Start classes. Results indicated that developmental or readiness factors had higher rank order than academic skill factors and that Expectancy scores were generally higher than Importance ratings. There were no significant differences between pre- and post-test ratings, suggesting that the sampled teachers maintained stable feelings about goals. (PR)

(402) ED 046 009 Stevenson, William W., and Sandlin, Blan E. EVALUATING CAREER GUIDANCE, COUNSELING AND PLACEMENT--STATE LEVEL. IDENTIFYING AREAS OF CONCERN AND DETERMINING EVIDENCES NEEDED FOR EVALUATION: CAREER GUIDANCE, COUNSELING AND PLACEMENT--STATE LEVEL. Washington, D.C.: American Vocational Association; Oklahoma City: Department of Vocational Technical Education, Oklahoma State Department of Education, 1970. MF-$0.65 HC-$3.29 29P.

An extensive review of published materials about career guidance was summarized into three areas: (1) accomplishments, limitations, and trends; (2) major concerns of guidance people; and (3) criteria for evaluating programs. A sampling of pertinent state and local level personnel were presented lists of identified items about: (1) their major concerns; and (2) what demonstrates a program's effectiveness, and asked to rank the items. The results were presented. Implications for evaluating state programs were drawn. (TL)

(403) ED 041 574 Stewart, Lawrence H. A STUDY OF CERTAIN CHARACTERISTICS OF STUDENTS AND GRADUATES OF OCCUPATION-CENTERED CURRICULA. SUPPLEMENTAL REPORT. BR-5-0152, Washington, D.C.: Bureau of Research, Office of Education (DHEW), 1969. MF-$0.65 HC-$3.29 52P.

In this supplement, the relationships between responses to selected questionnaire items and scores on the Interest Assessment Scales (IAS) and Omnibus Personality Inventory (OPI) are the primary concern. These relationships show that (1) a widespread difference in age exists among students in various curricula; (2) the IAS was more effective than the School and College Ability Test in classifying subjects according to their choice of curriculum; (3) IAS and OPI correctly classified percentages of students according to: perceived high school achievement, job risk preference and life satisfaction; and (4) a comparison of IAS and OPI scores of currently enrolled students and graduates who take jobs closely related to their junior college training indicates that the two groups are similar in interest scores. (JO)

(404) ED 042 202 Stiller, Alfred (Ed.) SCHOOL COUNSELING 1967. A VIEW FROM WITHIN. Washington, D.C.: American Personnel and Guidance Association, 1967. Document not available from EDRS. Available from American Personnel and Guidance Association, 1605 New Hampshire Avenue NW, Washington, D.C. 20009 277P.

This book deals with the environment of the counselor and tries to bring order and substance to the many forces acting upon him. Discussed are the social forces as they relate to the counselor's role as agent of change, federal legislation and the immediate and long range impact of these acts, counselor education and the professionalization of the counselor, the concept of implementation of a truly functional pupil personnel organization, the working environment of the counselor, both pressures on him and day-to-day problems. (KJ)

(405) ED 044 193 Stinson, R. SUCCESSFUL PARENT EDUCATIONAL LEVEL IN A RURAL COUNTY. Visalia, Calif.: Tulare County Organization for Vocational Education, 1970. MF-$0.65 HC-$3.29 12P.

The information gathered was used in developing communications with parents and the public about present and future vocational education programs. A questionnaire was sent to principals in the county to determine what types of parent education contacts were used. Results revealed that parent-teacher organizations seemed to be continuously rated highest. (AN)

(406) ED 044 114 Stocking, Joyce. NON-PERSISTING AND PERSISTING TRANSFER PROGRAM STUDENTS. Columbia: EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, University of Missouri, (1969). MF-$0.65 HC-$3.29 10P.

Differences between 20 transfer program persisters (p) and 23 non-persisters (np) on five measures were investigated to identify elements that might characterize persistence. A comparison of each group's composite School and College Ability Test performance shows similar percentages scoring between 51-80, but a clearly greater percentage of persisters scoring between 51-70. Results on the Survey of Interpersonal Values suggest that the groups are more alike than different. While generalizations about indicative characteristics are limited because of the small sample size, the nature of the results suggests that replication of the study on a larger level would be valuable. (JO)

(407) ED 043 070 Stogdill, Ralph M. RESPONSE OF VOCATIONAL STUDENTS TO SUPERVISION. Washington, D.C.: American Psychological Association; Columbus: Center for Vocational and Technical Education, Ohio State University, 1970. MF-$0.65 HC-$3.29 11P.

The subjects were boys in two vocational high schools who had been rated by their teachers as responding favorably or unfavorably to supervision. Small groups were shown one film daily over a period of five days and discussed the role behavior of the supervisor shown in the film. In one group, positive attitudes toward Structuring Expectations and Production Emphasis, and negative attitudes toward Consideration and Tolerance of Freedom were reinforced. For a second group the opposite reinforcement conditions prevailed. It was concluded that for this group of subjects, attitude reinforcement worsens behaviors. Previous research with the movie indicated that discussion of the five roles without attitude reinforcement resulted in significant improvement in response to supervision. (Author)

(408) ED 045 845 Stogdill, Ralph M.; and Others. RESPONSE OF VOCATIONAL STUDENTS TO SUPERVISION: EFFECTS OF REINFORCING POSITIVE AND NEGATIVE ATTITUDES TOWARD DIFFERENT SUPERVISORY ROLES. Columbus: Center for Vocational and Technical Education, Ohio State University, 1970. MF-$0.65 HC-$3.29 61P.

This study was designed to determine whether student response to supervision would be affected by the reinforcement of positive (or negative) attitudes toward five patterns of supervisory behavior as shown in motion pictures. The experimental groups did not differ significantly on the before and after tests or adjustment to supervision. However, the group that received negative reinforcement of Consideration and Freedom was rated significantly poorer in adjustment to supervision than the group that received positive reinforcement of Consideration and Freedom. Reinforcement of negative attitudes toward the more highly valued roles was associated with poor adjustment to supervision after the experiment. (Author)

(409) ED 041 315 Stone, Gwen. PROGRAM PLANNING: THE EMBRYONIC STAGE. Washington, D.C.: American Personnel and Guidance Association; Des Moines, Iowa: Polk County Board of Education, 1970. MF-$0.65 HC-$3.29 11P.

The document examines a number of sex education programs and reviews some of the problems and issues educators encounter in planning and initiating sex education programs. (Author/MC)

(410) ED 042 281 Straughan, James H.; and Others. STEPS IN BEHAVIOR MODIFICATION. Seattle: Child Development and Health Retardation Center, Washington University, 1969. MF-$0.65 HC-$3.29 12P.

James H. Straughan lists five steps for modifying target behavior and four steps for working with teachers using behavior modification. Grant Martin and Harold Kunzelmann then outline an instructional program for pinpointing and recording classroom behaviors. (JD)

(411) ED 043 919 Strickland, Guy. DEVELOPMENT OF A SCHOOL ATTITUDE QUESTIONNAIRE FOR YOUNG CHILDREN. CSE REPORT NO. 59. Los Angeles: Center for the Study of Evaluation, California University, 1970. MF-$0.65 HC-$3.29 51P.

This report discusses the use of the Student Opinion Poll (SOP) to study the intercorrelations of attitudes and achievements. Results indicated that the SOP measured some aspects well, but needed further work and revision. Changes recommended include: (1) reflected items should be avoided; (2) items in which things are compared should be avoided; (3) the concept of time should be avoided in writing items; and (4) more sample items should be written. (Author/KJ)

(412) ED 042 211 Struve, Patrick William, and Snider, Bill. THE POLITICAL SOCIALIZATION OF ADOLESCENTS: A STUDY OF STUDENTS IN A MIDWESTERN HIGH SCHOOL. Iowa City: Iowa University; Muncie, Ind.: Ball State University, 1970. MF-$0.65 HC-$3.29 57P.

Results indicate that the intensity and variety of political experiences the young have in their homes determine their ability to perceive and internalize the various messages and stimuli received from the school, community, peers, teachers, mass media, political events, and public personalities. Therefore, the political socialization process is a conserving system which does not drastically alter political behavior of the adolescent. (KJ)

(413) ED 044 722 Sturges, Jack C.; and Others. A COMPARISON OF TWO METHODS OF PROVIDING INFORMATION TO NINTH GRADE STUDENTS ABOUT THE WORLD OF WORK. RESEARCH REPORT NUMBER 1. New Orleans, La.: Educational Systems Development Corporation, 1969. MF-$0.65 HC-$3.29 59P.

This study involving an experimental program of classroom instruction in vocation information and career selection revealed that with field experience and less study time, the experimental groups did as well on textbook tests as the control groups. (Author/KJ)

(414) ED 044 746 Summers, Ruby. METHODS AND TECHNIQUES FOR IMPROVING THE EDUCATIONAL ASPIRATIONAL LEVEL OF SENIOR HIGH SCHOOL STUDENTS. Columbia: Missouri University, 1970. MF $0.65 HC-$3.29 28P.

This paper presents methods and techniques for improving the educational aspiration level of disadvantaged senior high school students. Included in this report are: (1) specific objectives of the program; (2) activities that will be included; (3) a basic organization for activities and services; and (4) evaluation techniques that will be used in the program. (KJ)

(415) ED 044 718 Svinicki, Marilla Scott, and Symannek, Brigitte. AN EXPLORATORY STUDY OF METHODS FOR QUANTIFYING THE ANALYSIS OF HUMAN AGGRESSION. AVOIDANCE OF TIMEOUT FROM, AND WITHDRAWAL OF, POSITIVE REINFORCEMENT IN HUMANS: REDUCTION IN ACTUAL AND POTENTIAL REINFORCEMENT AS A STIMULUS FOR AGGRESSION. Kalamazoo: Western Michigan University, 1969. MF-$0.65 HC-$3.29 96P.

Both papers concerned the study of human aggression as a consequence of an aversive situation. The first presented studies which showed that time-outs from positive reinforcement are aversive and do elicit aggressive behavior. The second reported a single study which concluded that: (1) many subjects responded to blocking of reinforcement by inflicting pain on the source of blocking; and (2) subjects chose the most aversive of several possible and equally effective responses on their opponents. (TL)

(416) ED 041 349 Swinth, Robert L. DEFINITIONAL VERSUS CONCEPTUAL LEARNING. FINAL REPORT. BR-9-F-020, Lawrence: School of Business, Kansas University, 1970. MF-$0.65 HC-$3.29 16P.

The basic tenet of programmed instruction, that learning occurs best when knowledge is imparted in small increments, appears to apply to associative rather than deductive processes. One may best learn definitions via association, and best learn inference via unified understanding. This hypothesis was tested. (Author/CJ)

(417) ED 044 625 Taylor, Elizabeth R. (Ed.). A GUIDE FOR ADULT EDUCATION COUNSELORS. Albany: Division of Continuing Education, New York State Education Department, 1970. MF-$0.65 HC-$3.29 32P.

This guide outlines guidance and counseling services in adult basic education (ABE) while providing a structure on which to conduct counselor inservice training. Relationships with ABE teachers and administrators are among the items considered. (LY)

(418) ED 042 222 Taylor, Ronald G. EFFECTS OF LIVING ENVIRONMENT ON ACHIEVEMENT AND STUDY HABITS. St. Paul: Student Counseling Bureau, Minnesota University, 1970. MF-$0.65 HC-$3.29 19P.

The results show that cumulative achievement is significantly higher for residence hall students compared to randomly assigned nonresidence hall students. The potential of tutors is emphasized only when dealing with average ability students. In general the results indicate that homegeneous housing and tutoring is one way to positively influence achievement and that the freshmen year affects a student's attitude about his academic skills and study habits, but this does not seem related to living environment. (MC/Author)

(419) Ed 042 557 Thomas, Katheryn A., and Jacob, Nelson L. A LONGITUDINAL ANALYSIS OF CHANGE IN OCCUPATIONAL AND EDUCATIONAL ORIENTATIONS OF EAST TEXAS BOYS: A RACIAL COMPARISON. College Station: Texas Agricultural Experiment Station, 1970. MF-$0.65 HC-$3.29 42P.

Findings indicated that the higher the occupational aspirations and expectations of white boys the more stable they remained over the time period. The Negro boys' occupational aspirations and expectations lowered over the time period. Negro boys raised their educational goals while those of the white boys remained congruent. (LS)

(420) ED 043 916 Thomas, L. Eugene. POLITICAL ATTITUDE CONGRUENCE BETWEEN POLITICALLY ACTIVE PARENTS AND COLLEGE-AGE CHILDREN: AN INQUIRY INTO FAMILY POLITICAL SOCIALIZATION. Storrs, Connecticut University, 1970. MF-$0.65 HC-$3.29 33P.

This study examined the relative influence of family emotional climate versus family political climate, as well as the relative influence of mothers and fathers on the child's political orientation. Sixty white, upper middle class, highly politicized families comprised the samples. Six independent family variables were measured: (1) permissiveness; (2) warmth; (3) conflict; (4) interaction; (5) parental dedication to causes; and (6) parental political tutoring. Parent-child political congruence was significantly associated with measures of family political climate for all dyads except mother-son. (TL)

(421) ED 046 005 Thompson, Albert S.; and Others. THE EDUCATIONAL AND CAREER EXPLORATION SYSTEM: FIELD TRIAL AND EVALUATION IN MONTCLAIR HIGH SCHOOL. New York: Teachers College, Columbia University, 1970. MF-$0.65 HC-$9.87

This report discusses the field trial and evaluation of an experimental computer-assisted guidance system designed for use by junior and senior high school students. It sought to obtain information on the outcome of its use, both in terms of changes in vocational developmental behavior patterns of the students and in attitudes and opinions toward the system by students, their parents and teachers. (KD/Author)

(422) ED 042 499 Thomson, Carolyn L., and Cooper, Margaret L. THE MODIFICATION OF TEACHER BEHAVIORS WHICH MODIFY CHILD BEHAVIORS. PROGRESS REPORT. Lawrence: Head Start Evaluation and Research Center, Kansas University, 1969. MF-$0.65 HC-$3.29 22P.

The desired teacher behaviors and student behaviors increased greatly. One of the teachers generalized to the entire class the lessons she had been taught for a specific target child. Measurement of teacher effectiveness through measurement of child behaviors appears worthy of further exploration. (MH)

(423) ED 042 046 Tiedeman, David V.; and Others. AN INFORMATION SYSTEM FOR VOCATIONAL DECISIONS. FINAL REPORT. BR-6-1819, Cambridge, Mass.: Graduate School of Education, Harvard University, 1970. MF-$0.65 HC-$3.29 93P.

To provide students with data about education and work opportunities, the computer demonstrated that it is possible to: (1) interact with an inquirer in a natural language medium, (2) interact with several inquirers simultaneously, (3) recognize and respond appropriately to individual requests, and (4) provide facts and data at various levels of specificity to suit the mode in which the user is operating. (JS)

(424) ED 047 079 Tocco, T. Salvatore, and Bridges, Charles M., Jr. MOTHER-CHILD SELF-CONCEPT TRANSMISSION IN FLORIDA MODEL FOLLOW THROUGH PARTICIPANTS. Washington, D.C.: Office of Education (DHEW), 1971. MF-$0.65 HC-$3.29 34P.

The purpose of this study was to: (1) examine the relationship of mothers' self-concept measures to children's self-concept measures, (2) analyze change in self-concept measures of children as a function of initial self-concept measures of mothers, and (3) analyze change in self-concept measures of children as a function of change in self-concept measures of mothers are related to self-concept measures of their children, and that beginning of school year self-concept measures of mothers are related to change scores of their children over the school year. (Author/JM)

(425) ED 041 413 Tolor, Alexander. AN EVALUATION OF A NEW APPROACH IN DEALING WITH HIGH SCHOOL UNDERACHIEVEMENT. FINAL REPORT. BR-8-A-040, Fairfield, Conn.: Fairfield University, 1969. MF-$0.65 HC-$3.29 27P.

A study was undertaken to determine the degree and nature of expectancy of reinforcement in high school underachievers, and to evaluate a method for modifying the internal versus external expectancies which relate to motivation for achievement and attainment of success. It was found that sex and class level are important in determining the external expectancy tendency of underachievers. (KW)

(426) ED 042 226 Tondow, Murray. COMPUTER DIAGNOSTICS Palo Alto, Calif.: Palo Alto Unified School District, 1970. MF-$0.65 HC-$3.29 9P.

This report deals with the influence of computer technology on education, particularly guidance. Computer technology and information is extremely useful for good decision making. However, the system does not fulfill all the student's needs and institutional guidance will remain. Therefore, the document implies that new skills will be required of the guidance specialist which in turn necessitates changes in counselor training programs. (MC/Author)

(427) ED 042 661 Torney, Judith V., and Hess, Robert D. TEACHERS, STUDENTS, AND POLITICAL ATTITUDE DEVELOPMENT. Chapter in "Psychology and the Educational Process," George Lesser (Ed.), Scott Foresman Co., Glenview, Ill., 1969. MF-$0.65 HC-$3.29 68P.

The paper focuses on a description of the changes occuring with age in elementary school children along with considerations of the schools; roles in the process. Included also are sections on

the factors that produce differences between children's attitudes and the ways teachers and parents participate in the socializing process. (DJB)

(428) ED 043 050 Troll, Lillian E. CONCEPTS OF GENERATION: DEFINITIONS AND ISSUES. Detroit, Mich.: Merrill-Palmer Institute; Detroit, Mich.: Wayne State University, (1970). MF-$0.65 HC-$3.29 11P.

Most of the issues of generation center around the three respective social systems of the individual, the family, and the society. For the individual, his generation is part of his identity. The study of generation gap considers two dimensions: the amount of transmission of culture, and the amount of effort needed to negotiate the gap or the amount of conflict involved in the transition. By combining these two dimensions, we get four types of generation gap situations, ranging from the most serene to the most explosive. (SJ)

(429) ED 042 939 Troll, Lillian E., and Scholssberg, Nancy. HOW AGE-BIASED ARE COUNSELORS OF ADULTS? (1969). MF-$0.65 HC-Not available from EDRS. 14P.

Age bias was operationally defined as preference for completion of selected developmental tasks at earlier age levels. While no uniform opinion with respect to age norms and constraints was shown, and more than half of the respondents showed some age bias (50 percent + on 19 of 32 items and over 75 percent on five items), there were a sizeable number who were vigorously opposed to any suggestion of age norms and who would fight for counseling each individual case on its own merits. (DM)

(430) ED 046 572 Trujillo, Rupert. RURAL NEW MEXICANS: THEIR EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS. BR-6-2469, University Park: ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, 1971. MF-$0.65 HC-$3.29 34P.

The study tested a general hypothesis that there is a positive relationship between amount of experience in an educational-occupational program and level of occupational and educational aspirations. Two other hypotheses were tested: (1) that there is a relationship between general beliefs which tend to affect ability to adapt to urban economic life and the amount of experience in an educational-occupational program and (2) that there is a relationship between level of occupational and educational aspirations, general beliefs which tend to affect ability to adapt to urban economic life, and school attitudes and family values and norms. It was found that a positive relationship exists between amount of experience in an educational-occupational program and level of occupational and educational aspirations. (LS)

(431) ED 043 316 Tuckman, Bruce W., and Edwards, Keith J. A STUDY OF THE ROLE OF THE COMMUNITY COLLEGE IN THE DEVELOPMENT OF SELF- AND OCCUPATIONAL-CONCEPTS. FINAL REPORT. New Brunswick, N.J.: Graduate School of Education, Rutgers, The State University, 1970. MF-$0.65 HC-$3.29 50P.

This study probes the relative effects of 2-year and 4-year college environments on their students. Statistical analysis of data suggests that: (1) preselection factors were operating in the students' initial program choice; (2) 2-year college students experienced a noticeable increase in self-esteem and indentification with higher status occupations, making post-test differences in self esteem between 4-year and 2-year college students insignificant; centered programs and their occupation was intensified; and (4) there was little change in the self-esteem or occupational identification of students completing their first two years of university experience. (JO)

(432) ED 042 810 Turner, Robert V., and DeFord, Edward F. FOLLOW-UP STUDY OF PUPILS WITH DIFFERING PRESCHOOL EXPERIENCES. Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minn., March, 1970. MF-$0.65 HC-$3.29 8P.

The longer the duration of the preschool educational experience, the higher the scores on the Metropolitan Achievement test; reading and arithmetical concepts and skills gaining most. Results of both standardized tests and teacher ratings indicated that preschool experiences improved academic readiness and performance. (PR)

(433) ED 043 713 Ulrich, Roger; and Others. EARLY EDUCATION: A PREVENTIVE MENTAL HEALTH PROGRAM. MICHIGAN MENTAL HEALTH RESEARCH BULLETIN, WINTER 1970. Lansing: Michigan State Department of Mental Health, 1970. MF-$0.65 HC-$3.29 7P.

The general objects of this project were: to alter the preschool environment of children aged zero-five from a culturally deprived welfare population in order to achieve behavior which is socially and economically compatible with that of American life; to work with the mothers of these preschool children to increase their capacities to provide an emotionally stable home environment; to work with underpriveleged high school and college youths in order to train them as teachers of the underprivileged; and, to work with children now in the public schools who are functioning academically at a level significantly lower than the grade level in which they are enrolled. (Author/JM)

(434) ED 047 071 Uselmann, Michael S. THE EFFECTIVENESS OF THREE CLASSES OF REINFORCERS ON THE PERFORMANCE OF CHILDREN FROM LOW INCOME FAMILIES. New York: Annual Meeting of the American Educational Research Association, 1971. MF-$0.65 HC-$3.29 15P.

The focus of this study was to determine whether significant differences existed in reward preference in a learning task among preschool children from low income families. There were no statistically significant effects, and no clearcut differences between preferences for material, verbal, or physical reinforcement. It was concluded that the variable is not in the socioeconomic status factor alone. (Author/DM)

(435) ED 044 527 Vance, James C., and Bregman, Ralph. NATIONAL INSTITUTE OF THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION (TRENTON, NEW JERSEY, AUGUST 11-15, 1969). FINAL REPORT, PART I. BR-9-0322, Trenton: Division of Vocational Education, New Jersey State Department of Education, 1970. MF-$0.65 HC-$13.16 316P.

An institute, attended by 90 vocational-technical education specialists and students from 40 states and Puerto Rico, was held to communicate new concepts and procedures in vocational education youth organizations to potential change agents in the various states. Task force members developed recommendations, guidelines, and models; identified commonalities; determined leadership activities; defined areas of research; and explored the guidance, evaluation, and cost benefit aspects of vocational education youth organizations. (SB)

(436) ED 046 356 Vander Well, Allen R. INFLUENCE OF FINANCIAL NEED ON THE VOCATIONAL DEVELOPMENT OF COLLEGE STUDENTS. Iowa City, Iowa: Research and Development Division, American College

Testing Program, 1970. Not available from EDRS. Available from Research and Development Division, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 30P.

This paper examines the impact of financial need on vocational decision making. Two hundred ninety-one students in their second semester, second year, in four state-supported institutions were divided into three groups: (1) the Financial Aid Group; (2) the Unmet Need Group; and (3) the Nonapplicant Group. Students in Group 1 tended to have greater crystalized choice of their educational major and vocational goal than students in the other two groups. There were no significant differences regarding college and preferences, with all groups showing a strong preference toward vocationally-oriented goals. There were also no differences among the groups in participation in extracurricular activities and in their perception of the institution they attended. (AF)

(437) ED 044 463 Venditti, Frederick P. GUIDEBOOK FOR DISCUSSION LEADERS FOR SOLVING MULTI-ETHNIC PROBLEMS: A SIMULATION GAME FOR ELEMENTARY AND HIGH SCHOOL TEACHERS. Knoxville: College of Education, Tennessee University, 1970. MF-$0.65 HC-$6.58 109P.

This booklet is a guidebook for leaders of small group discussions in the Valleybrook Elementary School-Lakemont High School Simulation Game. The game focuses upon typical problems of elementary and secondary schools with heterogeneous (racial and ethnic) student bodies. The information in the guidebook is confined to a brief explanation of the role of the leader of group discussions, some procedural and general suggestions for facilitating participant interaction, a brief discussion of role-playing, and a series of synopses of both filmed and written problems with related questions or suggestions appended. (Author/JW)

(438) ED 044 464 Venditti, Frederick P. PARTICIPANT'S HANDBOOK FOR SOLVING MULTI-ETHNIC PROBLEMS: A SIMULATION GAME FOR ELEMENTARY AND HIGH SCHOOL TEACHERS. PARTICIPANT'S WORKBOOK... Knoxville: College of Education, Tennessee University, 1970. MF-$0.65 HC-$6.58 106P.

This booklet is a participant's handbook for playing the Valleybrook Elementary School-Lakemont High School Simulation Game. In this game, the participant plays either the role of Terry Patterson, a new fifth grade teacher in Valleybrook Elementary School, or that of Sandy Johnson, new teacher at Lakemont High School. A separate workbook of problems for the participant is also included. (Author/JW)

(439) ED 044 465 Venditti, Frederick P. PROGRAM DIRECTOR'S MANUAL FOR SOLVING MULTI-ETHNIC PROBLEMS: A SIMULATION GAME FOR ELEMENTARY AND HIGH SCHOOL TEACHERS. Knowville: College of Education, Tennessee University, 1970. MF-$0.65 HC-$6.58 137P.

This manual has been prepared for the use of program directors who will assume the overall responsibility for planning and conducting the Valleybrook Elementary School-Lakemont High School Simulation Game. The game is created to give professional school personnel and prospective teachers opportunities to come to grips with typical problems of desegregated elementary and secondary schools. The players practice solving typical problems in desegregated schools, which are presented on film, in written incidents, and through role-plays. The manual contains a description of the components of the game, instructions for conducting the game, discussion of administrative activities, and problem materials. (Author/JW)

(440) ED 047 122 Von Stroh, Gordon E. A SOCIO-ECONOMIC STUDY OF VOCATIONAL-TECHNICAL EDUCATION STUDENTS. 1968. Not available from EDRS. Available from University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 351P.

To isolate certain socioeconomic and academic characteristics of postsecondary vocational and technical education graduates and dropouts, graduates of Oklahoma State Tech were sent questionnaires before and after graduation. Of the jobs held by graduates at graduation, 51.1 percent were found through the school, while other important methods were the state employment service, friends and relatives, and direct application. Graduates employed out-of-state received higher monthly incomes than those employed in the state. The educational attainment of parents appeared to have an effect on whether or not their children sought higher education. (SB)

(441) ED 047 076 Walberg, Herbert J. AN EVALUATION OF AN URBAN-SUBURBAN SCHOOL BUSSING PROGRAM: STUDENT ACHIEVEMENT AND PERCEPTION OF CLASS LEARNING ENVIRONMENTS. New York: Annual Meeting of the American Educational Research Association, 1971. MF-$0.65 HC-$3.29 20P.

This report is part of the evaluation of a program, Metropolitan Council on Educational Opportunity (METCO), for the academic year 1968-69, which provides screening, placement, and bussing services for Negro children from predominantly Negro schools in Boston to predominantly white schools in the surrounding suburbs. With the exception that METCO children gained significantly less than the siblings on mathematics achievement at grade five-six, there are no significant differences in performance between the two groups from grade two-12. The evaluation concludes that school bussing programs are a small step in the right direction, but may be doing too little too late. (Author/JW)

(442) ED 047 051 Walls, Richard T., and Cox, Janet. DISADVANTAGED AND NONDISADVANTAGED: CHILDREN'S EXPECTANCY IN SKILL AND CHANCE OUTCOMES. Morgantown: Regional Rehabilitation Research and Training Center, West Virginia University, 1971. MF-$0.65 HC-$3.29 10P.

This study compared the effects of four experimental treatments on levels of expectancy or aspiration of 80 disadvantaged and nondisadvantaged boys and girls. Levels of expectancy were more discrepant than previous performance in conditions perceived as chance regulated, and in those outcomes actually controlled by chance. More unusual shifts in expectancy, down after success, were made under chance conditions. Disadvantaged girls perceived themselves as most powerless in influencing their own reinforcements, whereas the disadvantaged boys had a less external orientation. (Author/DM)

(443) ED 043 893 Walster, Elaine; and Others. THE EFFECT OF RACE AND SEX ON COLLEGE ADMISSION. Madison: Institute for Research Committee, Wisconsin University, 1968. MF-$0.65 HC-$3.29 13P.

The study procedure included the sending of an application for admission to each of 240 American colleges and universities. All were identical except for sex, race and ability levels of the applicants which were manipulated for the purposes of the study. The full procedure was explained. Results showed that neither the race nor the sex main effect was significant. However, blacks were accepted less frequently than whites, and females less frequently than males in the low ability range. (TL)

(444) ED 043 410 Wasden, Jed W. AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PERPARATION IN SELECTED AGRICULTURAL AND INDUSTRIAL ACTIVITIES FOR SMALL HIGH SCHOOLS IN UTAH. AN

INTEGRATED SHOP PROGRAM. Salt Lake City: Utah State Board for Vocational Education, (1970). MF-$0.65 HC-$3.29 12P.

A major problem today is how to assist small high schools so that they can have adequate programs of vocational education. The document includes discussion of a program entitled "Proposed Organization of Courses in Vocational Education Programs for Small High Schools." (EJ)

(445) ED 044 883 Weatherman, Richard F., and Bruininks, Robert H. SOUTH DAKOTA SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES. Minneapolis: Bureau of Field Studies and Surveys, Minnesota University, 1969. MF-$0.65 HC-$3.29 80P.

Investigated and evaluated are services provided for the mentally retarded, emotionally disturbed/socially maladjusted, learning disabled, speech impaired, physically handicapped, visually handicapped, and aurally handicapped. Other essential pupil personnel services and guidance and counseling services are also reviewed. The preparation of professional personnel at four colleges in the state is outlined. (KW)

(446) ED 046 010 Weber, J. Robert and Custer, Carson. YOUTH INVOLVEMENT. Washington D.C.: Social and Rehabilitation Service, Department of Health, Education, and Welfare, 1970. MF-$0.65 HC-Not available from EDRS. Available from Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402 ($0.25) 34P.

This booklet provides an introduction to the concept of youth involvement and is intended to provide information for those working in the delinquency fields. Traditionally youth involvement has been concerned with making programs more meaningful to youth and in fostering commitment on the part of youth to the goals of a program. This publication however is concerned with youth involvement defined as the active participation of young people in decision making programs and policies that affect them and in implementing these programs and policies. (RSM)

(447) ED 041 304 Wehrly, Beatrice L. DIFFERENTIATION IN PROGRAMS OF STUDY AND SUPERVISED EXPERIENCES IN ELEMENTARY SCHOOL COUNSELOR PREPARATION PROGRAMS IN THE UNITED STATES. Washington, D.C.: American Personnel and Guidance Association; Macomb: Western Illinois University, 1970. MF-$0.65 HC-$3.29 21P.

Programs for the preparation of elementary school counselors are studied from two aspects: (1) their differentiation from secondary counselor programs, and (2) their comparison with the standards proposed by the Association for Counselor Education and Supervision. Areas of needed growth included: (1) studies in the behavioral science area, (2) uniformity of required hours of practice, and (3) supervision of practicum students by elementary school counselors. (TL)

(448) ED 046 499 Wei, Tam Thi Dang. PIAGET'S CONCEPT OF CLASSIFICATION: A COMPARATIVE STUDY OF SOCIALLY DISADVANTAGED AND MIDDLE-CLASS YOUNG CHILDREN. Urbana: College of Education, Illinois University, (1969). MF-$0.65 HC-$3.29 20P.

This study examines the differences in classificatory performance of children from middle class (MC) and from culturally deprived (CD) backgrounds at kindergarten and second grade levels. Findings supported the hypothesis that the ability to classify increases with age. They also pointed to a significant difference between the performance and the justification scores of the two social groups. Findings from this study indicated an almost parallel development between the two grade levels of the two social classes. (WY)

(449) ED 044 115 Weigel, Mark. A COMPARISON OF PERSISTERS AND NON-PERSISTERS IN A JUNIOR COLLEGE. Columbia: EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, University of Missouri, (1969). MF-$0.65 HC-$3.29 24P.

Persisting and non-persisting students were compared using non-intellective measures. The purpose was to differentiate between the two groups through questionnaire responses indicating general characteristics, reasons for attending the junior college, appraisal of services offered by the college, and attitude toward the college environment. On general information items, no significant response differences were noted. Appraisals of the college's services and environment showed persisters significantly more negative about a required general orientation course and significantly more positive about instructor assistance, campus recreational facilities, and emphasis on cultural and intellectual pursuits outside the class. The two reasons most often selected for leaving were "that another school would offer more of what I was interested in," and a general feeling of "not getting anywhere." (JO)

(450) ED 041 545 White, J. Benton. THE OMBUDSMAN IN PRACTICE. San Jose, Calif.: San Jose State College. (1968). MF-$0.65 HC-$3.29 5P.

The office of Ombudsman at San Jose State College was created as a response to a series of demonstrations by the black community protesting discrimination experienced on and around campus. The experience of the first year indicates that the Ombudsman can: (1) restore a sense of accessibility to the students, (2) furnish alternative channels to confrontations, (3) help form administrative decisions, (4) offer a hearing to the student, (5) reassure students, (6) gain the confidence of the students, (7) help bring about more equality for all, (8) help to counteract administrative tendencies to preserve the status quo, and (9) help to teach the University community to listen. (AF)

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GROUP WORK AND THE COUNSELOR
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(451) ED 046 011 White, Kinnard, and Allen, Richard. ART COUNSELING IN AN EDUCATIONAL SETTING: SELF CONCEPT CHANGE AMONG PRE-ADOLESCENT BOYS. Chapel Hill: North Carolina University; Winston-Salem: North Carolina Advancement School, 1969. MF-$0.65 HC-$3.29 17P.

The study tested two hypotheses: (1) pre-adolescent boys show greater growth in positive self-concept through an art counseling program rather than a traditional nondirective counseling program; and (2) this difference will continue to exist into adolescence. A sample of 30 boys, 15 in an art counseling situation, 15 in a non-directive counseling situation, were administered the Tennessee Self-Concept Scale before counseling, immediately after, and 14 months later. The results supported both hypotheses. (TL)

(452) ED 042 205 Wightman, Lawrence. WHAT COMPUTERS

CAN DO NOW. Amherst: School of Education, Massachusetts University, 1970. MF-$0.65 HC-$3.29 13P.

Several specific operational computer applications useful to counselors are discussed. Computer assisted guidance supports and supplements what the counselor does. However, some problems may arise due to the use of computers: (1) impersonal feelings; (2) high cost; (3) local differences; and (4) the negative attitudes of teachers toward such technology in education. (EK)

(453) ED 043 325 Wilhelm, James R. ACADEMIC ACHIEVEMENT OF TRANSFER STUDENTS QUALIFYING FOR EOG ASSISTANCE AND NON-QUALIFYING STUDENTS. Paper presented at the EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, University of Missouri, Columbia, September 9, 1969 to June 1, 1970. MF-$0.65 HC-$3.29 5P.

Two matched groups of transfer students from low income families were compared in order to determine effects--if any--of non-academic factors on their academic achievement. The comparison on the basis of mean GPA indicated that while the EOG students had a slightly higher GPA (though a slightly lower mean SCAT score) the difference was not significant. This result supports similar research reviewed by the author. (JO)

(454) ED 045 945 Wilkins, John Grover. CHARACTERISTICS OF MID-CAREER WOMEN ENROLLED IN PROGRAMS AT THE UNIVERSITY OF PITTSBURGH THROUGH THE OFFICE OF CONTINUING EDUCATION FOR WOMEN FROM 1964 TO 1968. 1968. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 (Order No. 70-15,790 MF-$4.00 Xerography-$10.00) 160P.

This study identified needs, interests, and potential of the mature women enrolled in an experimental program in continuing education for women. Seventy-four percent of the women admitted to the program remained active until the end of the fourth year. The mid-career women expected participation to compensate for their lack of: (1) geographical mobility; (2) recent professional experience; and/or (3) intensive specialization. There was a slight difference between attendance and achievement groups on the domestic variables. The data indicated that the students had successfully controlled their domestic circumstances and/or had carefully controlled their academic programming. Vocational variables such as classification of job and number of years since employed outside the home, could be used to discriminate between the average and below average performance of women in continuing education program. (Author/NL)

(455) ED 045 740 Willey, Darrell S. INTERIM REPORT FOR AN INTERDISCIPLINARY INSTITUTE FOR IN-SERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE SCHOOL ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH-SPEAKING PUPILS FROM THE SOUTHWEST. University Park: New Mexico State University, 1966. MF-$0.65 HC-$3.29 93P.

Major objectives of the Institute were: (1) to provide educators with an insight into the social, cultural, political, and economic factors affecting the efficiency of educational programs in operation in multicultural Southwestern communities; and (2) to develop the ability to analyze and create educational programs better suited to schools with significant numbers of minority group students. Evidence cited is considered to indicate that the Institute has been most successful in heightening the sensitivity of participants to the problems of educating children from diverse ethnic backgrounds. (Author/JW)

(456) ED 044 723 Williams, W. Vail; and Others. THE REACTIONS OF FAMILY SYSTEMS TO SUDDEN AND UNEXPECTED DEATH. CRISIS INTERVENTION IN ACUTE GRIEF. Denver, Colo.: Fort Logan Mental Health Center; Minneapolis, Minn.: National Council on Family Relations, 1970. MF-$0.65 HC-$3.29 19P.

The first paper describes a research project which is designed to test the effectiveness of crisis-oriented social systems intervention as a model for primary prevention with bereaved families. The second paper supports the contention that the behavior of bereaved individuals does progress through various stages of grief. (KJ)

(457) ED 043 903 Wilson, Don. ME AND THEE. SYMPOSIUM: SOME PERSPECTIVES ON WORKING WITH THE DISADVANTAGED IN AN URBAN MENTAL HEALTH PROGRAM. Paper presented at the American Psychological Association Convention, Miami Beach, September, 1970. MF-$0.65 HC-$3.29 14P.

This paper presents anhistorical perspective and a clinical perspective of the psycho-social characteristics of the disadvantaged. These characteristics are laden with some accuracies and many fallacies. Model Cities has become a fraud, and at this point, only unification of blacks and browns will succeed in altering the oppressive and dehumanizing culture. (KJ)

(458) ED 043 314 Wilson, Ralph. THE EFFECTS OF SPECIAL TUTORING AND COUNSELING ON THE ACADEMIC SUCCESS OF NEGRO FRESHMEN AT SOUTHERN STATE COLLEGE. FINAL REPORT. Magnolia, Ark.: Southern State College, 1970. MF-$0.65 HC-$6.58 107P.

The results indicated that there were no significant differences between the tutored and control groups in grade point averages, value changes, or number of students in the various categories, nor did the use of different counselors for the subgroups seem to make any difference. There was evidence, however, that Negro freshmen responded better to a Negro counselor than to either a male or female white counselor. (AF)

(459) ED 041 350 Witten, Charles H.; and Others. THE IMPACT OF INNOVATION: ORIENTATION AND STUDENT VALUES. American College Personnel Association, 1970. MF-$0.65 HC-$3.29 21P.

Limited aspects of an innovative college freshman orientation program are discussed. The primary focus of all three papers is student values. (TL)

(460) ED 042 565 Wittman, James S., Jr. A COMPARATIVE STUDY OF URBAN AND RURAL HIGH SCHOOL STUDENTS IN KENTUCKY. Paper presented at the annual meeting of the Association of Southern Agricultural Workers, Memphis, Tenn., February 4, 1970. MF-$0.65 HC-Not available from EDRS. 36P.

The hypothesis of this study is that there are no differences between urban and rural high school students. The hypothesis was generally supported in the areas of age-grade placement. Also, students in both types of schools agreed that while they would prefer to go steady with a person of their own religion, was not of prime importance. (Author/LS)

(461) ED 043 906 Wohlford, Paul. PROVIDING DIRECT SERVICE AND PREVENTIVE PROGRAMS FOR CHILDREN IN POVERTY. Coral Gables, Fla.: Miami University, 1970. MF-$0.65 HC-$3.29 21P.

When the psychologist serves Head Start, he must be a consultant to the whole Head Start organization, from top to bottom, director to children; and horizontally from potentially supportive agencies in the community to the Head Start staff, to the children and their parents. (KJ/Author)

(462) ED 042 017 Wood, Grant Ree. PROBLEMS, PRACTICES AND PERCEPTIONS OF MISSOURI COUNSELORS IN THE SELECTION, PLACEMENT AND FOLLOW-UP OF VOCATIONAL EDUCATION STUDENTS. 1970. Not available from EDRS. Available from University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 199P.

Conclusions were: (1) public school counselors in Missouri generally do not accept the idea that students need to declare an occupational goal prior to course enrollment, (2) parents are rarely used in the vocational career planning of students, (3) many counselors feel they lack time and training for effective job counseling and placement, (4) followup studies are imperative, and (5) school boards and school administrators are unrealistic concerning the relationship of vocational guidance to vocational education and are lacking in basic understanding of the legal requirements for effective programs. (GR)

(463) ED 041 433 Wootton, Ray W. INTERVENTION IN DISINTEGRATING FAMILIES. Boise: Idaho State Department of Health, (1968). MF-$0.65 HC-$3.29 45P.

A special demonstration project attempted to find means of assisting hard-core multi-problem families in a predominantly rural Idaho county. A single agency was formed to coordinate community activities and provide a variety of services for the needs of the total family. Evaluative data show that 46.4 percent of the families made some progress. Schools reported social and academic improvement of many children involved. (KW)

(464) ED 046 012 Wright, George N.; and Others. AN EXPANDED PROGRAM OF VOCATIONAL REHABILITATION: METHODOLOGY AND DESCRIPTIONS OF CLIENT POPULATION. WISCONSIN STUDIES IN VOCATIONAL REHABILITATION. MONOGRAPH XI. SERIES 2. Madison: Regional Rehabilitation Research Institute, Wisconsin University, 1970. Not available from EDRS. Available from George N. Wright, University of Wisconsin, Regional Rehabilitation Research Institute, Master Hall, 415 West Gilman St., Madison, Wis. 53706 59P.

The purpose of this report is to provide an overview of the Wood County, Wisconsin Project, a large-scale attempt to examine the feasibility and guidelines for the expansion of rehabilitation to serve not only the medically handicapped but also the culturally disadvantaged. Certain characteristics were found to differentiate the culturally disadvantaged clients from other subgroups, eg. sex, age, source of referral, marital status, onset of disability, educational factors, etc. (TL)

(465) ED 046 058 Yost, Michael. A LONGITUDINAL STUDY OF REACTIVE CURIOSITY, MANIFEST ANXIETY, AND ACHIEVEMENT IN ELEMENTARY SCHOOL. Minneapolis, Minn.: Upper Midwest Regional Educational Laboratory, Inc., (1967). MF-$0.65 HC-Not available from EDRS. 18P.

Boys and girls in two school seetings, one traditional and one innovative were tested in fourth grade and again in sixth grade to determine possible correlations between curiosity, anxiety and achievement. Results indicated that there is a significant correlation between fourth grade anxiety and sixth grade achievement for boys in the traditional school, and between fourth grade curiosity and sixth grade achievement for girls in the traditional setting. Reasons are discussed. (TL)

(466) ED 044 092 Young, D. Parker. THE LEGAL ASPECTS OF STUDENT DISSENT AND DISCIPLINE IN HIGHER EDUCATION. Athens: Institute of Higher Education, Georgia University, 1970. Not available from EDRS. Available from Institute of Higher Education, University of Georgia, Athens, Ga., 65P.

This monograph is an update, revision, and extension of an earlier publication entitled The Legal Aspects of Student Discipline in Higher Education. Discussed are (1) the relationship between students and the school; (2) the relationship between the courts and education; (3) factors relating to due process in student dissent and discipline, such as notice, hearing, confrontation and cross-examination of witnesses; and (4) such questions as equal protection in student dissent and discipline, judicial intervention in scholastic affairs, and the special situation in private institutions. (AF)

(467) ED 047 335 Youst, David B. A COMPREHENSIVE MICRO-IMAGE FILE FOR OCCUPATIONAL INFORMATION. FINAL REPORT. ROCHESTER CAREER GUIDANCE PROJECT. Rochester, N.Y.: Rochester City School District; Albany: Bureau of Guidance, New York State Education Department; Albany: New York State Employment Service; Rochester, N.Y.; Eastman Kodak Company, 1970. MF-$0.65 HC-$6.58 170P.

The report describes the activities which comprised the design, implementation and evaluation of a Micro-Image System (microfiche) for occupational information, which system is but one component of a comprehensive, secondary school career guidance program. (TL)

(468) ED 047 104 Zeller, Frederick A.; and Others. CAREER THRESHOLDS: A LONGITUDINAL STUDY OF THE EDUCATIONAL AND LABOR MARKET EXPERIENCE OF MALE YOUTH. VOLUME TWO. Columbus: Center for Human Resource Research, Ohio State University, 1970. MF-$0.65 HC $6.58 161P.

This progress report summarizes the findings of a second round of interviews with young men between 14 and 24 years of age. These 1967 interviews suggest that family income and other measures of socioeconomic status have a large effect on the decision to remain in school or return after dropping out, especially for the transition from high school to college. The large number of job changes occurring among the cohort are consistent with previous studies of entry workers. The study concludes that these early adjustments contribute to employment stability. (BH)

(469) ED 042 066 Zimpfer, David; and Others. SUPPORT PERSONNEL IN SCHOOL GUIDANCE PROGRAMS. Amherst: Massachusetts University; Rochester, N.Y.: Rochester University, 1970. MF-$0.65 HC-$6.58 194P.

This report is intended: (1) to give local program developers and guidance practitioners an adequate base for conceptualizing and improving their programs for support personnel; (2) to provide a resource of concepts and of information about other programs; (3) to offer interested readers a comprehensive interdisciplinary coverage of the field of support personnel; and (4) to offer the guidance profession and its national organizations specific proposals and recommendations for consideration regarding support personnel in school guidance. (Author/KJ)

(470) ED 041 293 Zodikoff, David H. DEVELOPMENT OF A SCALE OF SOCIAL ATTITUDES OF FOURTH, FIFTH, AND SIXTH GRADE PUPILS. Albany: New York State University, 1967. MF-$0.65 HC-$3.29 13P.

The development of a social attitude scale concerning the areas of democratic living, group interdependence, empathy, independent thinking, and social responsibility for use with fourth, fifth and sixth grade students is explored. The attitude toward independent thinking had the lowest favorable attitude score. (Author/TL)

(471) ED 042 184 Zodikoff, David H. A STUDY OF SOCIAL ATTITUDES OF FOURTH, FIFTH, AND SIXTH GRADE PUPILS. Cortland: State University of New York at Cortland, 1967. MF-$0.65 HC-$3.29 18P.

Attitudes were categorized into five behavioral areas: (1) democratic living; (2) group interdependence; (3) empathy; (4) independent thinking; and (5) social responsibility. Of all five areas probed, independent thinking was consistently the lowest positive attitude score. The suggestion was made that this condition might be rectified by the inclusion of more heuristic school activities. (TL)

(472) ED 042 929 ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION AND ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION. ANNUAL INDEX, 1969-70. Columbus: Center for Vocational and Technical Education, Ohio State University, 1970. MF-$0.65 HC-$6.58 134P.

Cumulative indexes to the four issues of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), and the four issues of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM) published quarterly, Fall 1969-Summer 1970, and provided in this annual publication. (DM)

(473) ED 045 857 ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION (ARM), FALL 1970. Columbus: Center for Vocational and Technical Education, Ohio State University, 1971. MF-$0.65 HC-$19.74 563P.

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. (CD)

(474) ED 041 557 ADMISSION OF MINORITY STUDENTS IN MIDWESTERN COLLEGES. HIGHER EDUCATION SURVEYS. Evanston, Ill.: College Entrance Examination Board, 1970. MF-$0.65 HC-$3.29 33P.

This survey reports recent experiences of Midwestern colleges in recruiting and enrolling minority students. Results were: (1) three out of five senior institutions were working actively to enroll minority students; (2) the recruiting methods regarded as most successful typically involved minority staff, special programs for minority students, direct contact with schools or minority students; (3) 41 percent of the minority students required full financial support; (4) minority freshmen returned the following year in the same proportion as all freshmen; and (5) respondents expressed a positive but cautious view of continuing increase in minority enrollment. (Author/AF)

(475) ED 043 920 APPLICATION OF REINFORCEMENT PRINCIPLES TO THE CLASSROOM. FINAL REPORT. Los Angeles: Human Interaction Research Institute, 1970. MF-$0.65 HC-$3.29 9P.

This report describes the methodology used in carrying out a project, the aim of which was to develop a pamphlet which would be meaningful and easily understood by teachers, dealing with the application of research on reinforcement principles to the classroom. (Author/KJ)

(476) ED 041 342 BEHAVIOR MODIFICATION IN THE CLASSROOM. FINAL REPORT. PRODUCTION AND EVALUATION OF A FILM ABOUT BEHAVIOR TECHNIQUES TO INCREASE TASK ORIENTED BEHAVIOR. BR-8-1-022, Stanford, Calif.: Department of Communication, Stanford University, 1970. MF-$0.65 HC-$3.29 31P.

A short film was produced in an effort to help teachers and educational specialists see people like themselves helping youngsters become more task oriented by the use of operant conditioning and modeling procedures. Evaluation of the film's effectiveness verified its success both in conveying information about procedures and in favorably influencing people's attitudes toward those procedures. (Author/CJ)

(477) ED 046 380 THE BLACK COMMUNITY AND THE COMMUNITY COLLEGE. ACTION PROGRAMS FOR EXPANDING OPPORTUNITY, A PROJECT REPORT. Atlanta, Ga.: Institute for Higher Educational Opportunity, Southern Regional Education Board, 1970. MF-$0.65 HC-$3.29 60P.

This report describes programs to illustrate innovative procedures that show promise of increasing the enrollment of black students and providing programs of such distinct value as to keep them in school. An effective program of recruitment requires cooperation between admissions and counseling personnel of the college and high schools. Findings include: (1) recruiting will be more effective when representatives of the college visit the high schools and black high school students visit the colleges; (2) recruitment should reach into the community through public schools as well as other channels; (3) special services should be made available to black students between the time of application and actual entrance into classwork; (4) the admission of culturally disadvantaged students calls for adaptations in curricular offerings to meet student needs; and (5) an increase in the number of black students should be accompanied by a study of career opportunities and manpower needs. (Author/CA)

(478) ED 041 540 CAMPUS TENSIONS: ANALYSIS AND RECOMMENDATIONS. REPORT OF THE SPECIAL COMMITTEE ON CAMPUS TENSIONS. Washington, D.C.: American Council on Education, 1970. Not available from EDRS. Available from Sales Office, Publication Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (10 copies for $5.00; 25 copies for $10.00) 61P.

This report on campus unrest examines the nature of the crisis: institutions, issues, and institutional reactions. It contains recommendations regarding the roles and responsibilities of students, faculty, administrators, and trustees. (AF)

(479) ED 044 113 CAREER COLLEGE: SECOND ANNUAL REPORT. Miami, Fla.: Miami-Dade Junior College, 1970. MF-$0.65 HC-$3.29 85P.

Career College was set up under Title I of the Higher Education Act. The objectives of this program focused on familiarizing the individual with the college environment, fostering independence in program participants, and creating a desire in participants to continue their education beyond the programs conducted by Miami-Dade Junior College. This report analyzes activities and programs in which 82 high school dropouts participated. Several of the remedial courses taught in this program are outlined and evaluated. Seminars and conferences on various aspects of education are also discussed and analyzed. Student scores on the Kuder Occupational Interest Survey are presented in tabular form and analyzed. (RC)

(480) ED 046 530 CHANGING FAMILIES IN A CHANGING SOCIETY. 1970 WHITE HOUSE CONFERENCE ON CHILDREN, REPORT OF FORUM 14 (WORKING COPY). Washington, D.C.: Department of Health, Education, and Welfare, 1970. MF-$0.65 HC-$3.29 18P.

Human service systems must be built around people; families should not be expected to fit into mass profuced formal systems based on the principle of least cost and on the presumed expertise of the professional. A family's main tasks are to develop capacities to socialize children, to enhance the competence of family members to cope with the demands of bureaucratic organizations, to use these organizations and to provide satisfactions and a mentally healthy environment. The forum recommends the initiation of an "Institute for the Study of the Family" to conduct research into family needs and to create marriage and family living institutes at universities to increase the effectiveness of specialists and professionals. (AJ)

(481) ED 041 968 CHARACTERISTICS AND EFFECTS OF RUTGERS-UPWARD BOUND; ASSESSMENT II. New Brunswick, N.J.: Bureau of Community Services, Rutgers, the State University, 1969. MF-$0.65 HC-$3.29 84P.

This report is an assessment of the Rutgers University, New Jersey Upward Bound program. Ongoing activities and practices at Rutgers, comparisons and contrasts with the National Upward Bound Programs in general and with programs in specific regions, and recommendations for program improvement are delt with. (RJ)

(482) ED 045 222 COMMUNITY COOPERATIVE NURSERY SCHOOL, MENLO PARK, CALIFORNIA: A PRE-SCHOOL PROGRAM INVOLVING MOTHERS AS ORGANIZERS, HELPERS, AND DECISION-MAKERS MODEL PROGRAMS--CHILDHOOD EDUCATION. Palo Alto, Calif.: American Institute for Research, 1970. MF-$0.65 HC-Not available from EDRS. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.220: 20161, $0.15) 12P.

This booklet discusses the Community Cooperative Nursery School, a program of preschool education for children from a wide range of socioeconomic levels. The involvement of mothers in the classroom, in special classes, and in decision-making, is an integral part of the program. (Author/NH)

(483) ED 043 071 COMMUNITY, CREATIVITY, COLLABORATION: A NEW TRAINING MODEL IN MENTAL HEALTH. A SUMMARY REPORT ON THE COMPREHENSIVE COMMUNITY MENTAL HEALTH TRAINING PROJECT. Cleveland, Ohio: Case Western Reserve University, 1970. MF-$0.65 HC-$6.58 124P.

This paper presents an experiment in post-graduate training of mental health professionals through innovative education designed not only to inform but to produce changes in individuals attitudes, roles, and skills as well as in agency programs. The goal is to produce organizational change; the educational design is based on a human factors or sociocentric change model. (KJ)

(484) ED 042 122 CONTINUING EDUCATION OF WOMEN. Washington, D.C.: Adult Education Association of U.S.A., 1970. MF-$0.65 HC-$3.90 Available from Adult Education Association of the U.S.A., 1225 Nineteenth Street, N.W., Washington, D.C. 20036 76P.

This annotated bibliography of about 150 items on women's continuing education begins with descriptions of a newsletter and three bibliographies, followed by documents on sex differences in ability, achievement, and role perception. Four other sections cover employment-related interests and needs, women's participation in programs by universities and voluntary organizations, guidance and counseling, low income and otherwise disadvantaged women, and homemaking education activities and needs. (LY)

(485) ED 042 118 COUNSELING AND INTERVIEWING ADULT STUDENTS. Washington, D.C.: National Association for Public Continuing and Adult Education, 1970. MF-$0.65 HC-Not available from EDRS. Available from The National Association for Public Continuing and Adult Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00) 28P.

The effective counselor makes advance preparation, listens carefully, asks one question at a time, is sensitive to helpful clues in the pattern of questions and answers, understand nonverbal communications, and is friendly and interested. (A checklist for teachers of adults and a checklist for students are included.) (PT)

(486) ED 046 525 CREATIVITY AND THE LEARNING PROCESS. 1970 WHITE HOUSE CONFERENCE ON CHILDREN, REPORT OF FORUM 6. (WORKING COPY). Washington, D.C.: Department of Health, Education, and Welfare, 1970. MF-$0.65 HC-$3.29 35P.

We must free ourselves from antiquated and erroneous beliefs that school is the only environment in which creativity and learning take place, and that the teacher is the sole agent of such achievements. An overwhelming urgency exists for revolutionary changes in both the schools and society. The President and the U.S. Office of Education must advocate policy decisions to stimulate communication with creative community resource persons, to develop the creative potential in teachers and teachers-in-training, to establish a National Institute for Creativity, and to nurture development of new sources for creative education beginning with the burgeoning field of early childhood, becoming an integral and pertinent part of the educational program in the schools and culminating in aesthetic education available for the general population. (WY)

(487) ED 041 318 CRISIS INTERVENTION IN EARLY ADOLESCENCE. FIRST ANNUAL REPORT. Sumter, S.C.: Adolescence Resources Center, (1969). MF-$0.65 HC-$3.29 21P.

The basic premise under investigation is that systematic intervention in a predictable, natural-occurring stress situation for population groups can: (1) promote acquisition of competence and coping skills, and (2) minimize pathological response to stress and eventual need for treatment. This study is an exploration of preadolescent development of sixth grade children made prior to the predictable life stress of entry into adolescence and junior high school. (Author/KJ)

(488) ED 046 523 CRISIS IN VALUES, 1970 WHITE HOUSE CONFERENCE ON CHILDREN, REPORT OF FORUM 4. (WORKING COPY). Washington, D.C.: Department of Health, Education, and Welfare, 1970. MF-$0.65 HC-$3.29 46P.

A big gap exists, in many instances, between values professed and values actually lived in pursuit of "success." Our children know this, and the result has been a sense of confusion, of frustration, and of alienation, often resulting in embitterment and dropping out. This forum affirms these principles: (1) that society accept the right of persons to pursue life styles that differ from the American mainstream, so long as others are not hurt; and (2) that every child has the right to optimum development. To achieve these goals, general recommendations are made concerning family, media, school, religion, research, and the role of government. (NH)

(489) ED 042 016 DELINQUENCY AND PUBLIC POLICY: EDUCATIONAL AND VOCATIONAL PROBLEMS OF 14- AND 15-YEAR-OLD PAROLEES AND PROBATIONERS. New York: Center for the Study of Unemployed Youth, New York University, 1969. MF-$0.65 HC-$3.29 56P.

The participants attended a two-day conference which focused on

the special problems of youth between 14 and 16 years of age who are on probation or on parole. Many are not attending school, but because of their age, these youths have great difficulty in finding employment, are not eligible for enrollment in government-sponsored community work programs, and cannot enter the military services. (SB)

(490) ED 047 032 A DESIGN FOR THE ATTAINMENT OF HIGH ACADEMIC ACHIEVEMENT FOR THE STUDENTS OF THE PUBLIC ELEMENTARY AND JUNIOR HIGH SCHOOLS OF WASHINGTON, D.C. New York: Metropolitan Applied Research Center, Inc., 1970. MF-$0.65 HC-$3.29 90P.

This proposal seeks to deal with the problems of underachievement in reading and arithmetic by students in the District of Columbia school system. Some prevalent theories which seek to explain underachievement are presented, as well as basic assumptions of the proposed educational design. The design as presented includes proposals for the curriculum, educational personnel, students, parents, evaluation of student performance, and overall organization of the public school systems. (Author/DM)

(491) ED 047 046 DETROIT'S YOUTH SERVICE CORPS. Detroit, Mich.: Detroit Police Department; Detroit, Mich.: Neighborhood Service Organization, 1969. MF-$0.65 HC-$3.29 19P.

The goals of the Youth Service Corps (YSC) are: to offer poor youth the opportunity to earn money through police-related employment; to improve the police-community relationship, especially between black youth and the Police Department; to interest youth from minority groups in police careers and other governmental positions; to encourage such youth to remain in school; and to contribute toward the reduction of juvenile crime. Although corpsmen lived in the police precincts with high rates of juvenile crime, the number of recorded contacts for violations during the YSC enrollment was extremely low. (Author/JM)

(492) ED 042 219 THE DEVELOPMENT OF A CURRICULUM FOR TEACHING ELEMENTARY AND SECONDARY SCHOOL CHILDREN THE DANGERS INHERENT IN THE USE AND ABUSE OF DANGEROUS DRUGS. FINAL REPORT. Laredo, Tex.: Laredo Independent School District, 1970. MF-$0.65 HC-$19.74 545P.

This very extensive guide, designed in large measure by classroom teachers and meant for use by classroom teachers, is one community's response to its drug problem. Material is offered for different school levels, with the primary grades receiving information introduced by the classroom teacher, focusing on mental health and character development. Specific yet flexible guidelines are included at each grade level to help establish objectives, create motivation, and provide activities for enrichment and reinforcement. (CJ)

(493) ED 043 067 DISSENT AND DISCIPLINE IN SECONDARY SCHOOLS. COURSE MATERIALS. Ann Arbor: Institute of Continuing Legal Education, Michigan University, 1970. Not available from EDRS. Available from Institute of Continuing Legal Education, Hutchins Hall, Ann Arbor, Mich. 48104 139P.

This collection of eight articles focuses primarily on the nature and extent of legal involvement in secondary school dissent and discipline. Discussed are: the problem of school decentralization, the relevant legal decisions which aid in clarifying just what is included in the concept of constitutionally protected free speech, specific legal decisions, and the non-constitutional limits of the power of school boards to make rules governing student conduct and status. (TL)

(494) ED 046 013 DRUG ABUSE CONTROL – ADMINISTRATIVE GUIDELINES. Los Angeles: Los Angeles City Schools, 1970. MF-$0.65 HC-$3.29 21P.

These guidlines were developed to assist school personnel of the Los Angeles City Schools in the formulation of an effective program designed to alleviate drug abuse. (TL)

(495) ED 044 725 ELEMENTARY SCHOOL GUIDANCE. PROGRAM DEVELOPMENT SUGGESTIONS. Albany: Bureau of Guidance, New York State Education Department, 1969. MF-$0.65 HC-$3.29 13P.

This paper presents elementary school guidance program development suggestions. Aspects covered include: (1) assessing needs; (2) establishing the position; (3) introducing the program; (4) staffing patterns; (5) program description, planning, budgeting, and further development. (Author/KJ)

(496) ED 046 521 EMERGENCE OF IDENTITY: THE FIRST YEARS. 1970 WHITE HOUSE CONFERENCE ON CHILDREN, REPORT OF FORUM 2. (WORKING COPY). Washington, D.C.: Department of Health, Education, and Welfare, 1970. MF-$0.65 HC-$3.29 47P.

To help a child develop taught almost from birth about his own individuality. The many aspects of total identity include family, physical self, sex, ethnic and cultural, religious, and intellectual identity. Forum 2 participants recommend (1) the initiation of a "Sesame Street" type of TV program for parents, which would teach child development principles and give practical suggestions for daily child care; and (2) the establishment of child-oriented environmental commissions on national and local levels, which would help plan, inspect, and improve projects which try to meet the needs of children. (NH)

(497) ED 046 522 EXPRESSIONS OF IDENTITY: THE SCHOOL-AGE CHILD. 1970 WHITE HOUSE CONFERENCE ON CHILDREN, REPORT OF FORUM 3. (WORKING COPY). Washington, D.C.: Department of Health, Education, and Welfare, 1970. MF-$0.65 HC-$3.29 27P.

The focus of Forum 3 was to recommend action-oriented programs to help the school-age child find and use already-existing community resources to help him develop a positive identity. Specifically, the following components are commended: (1) the Cultural Voucher system, in which children ages three to 16 would be able to purchase enriching goods and services, with the help of a Cultural Broker, or advisor; (2) an environmental Planning Commission, composed of persons trained in design and child development, who could help direct city planning to make the city a better place for children to live, to play, and to learn; (3) the Gatekeeper or Second Family, a helping family or person to whom children can turn for help in problem solving when the parent is inappropriate or unavailable; (4) the Artist-Teacher in the School, a program which would involve community artists in the educational system, making the creative process an integral part of learning; and (5) support for Cross-Age Tutoring Programs, which help both the older and the younger youths involved, in learning and identity formation. (Author/NH)

(498) ED 043 080 FAMILY LIVING INCLUDING SEX EDUCATION. CURRICULUM BULLETIN. 1969-70 SERIES. NUMBER 3. Brooklyn: Bureau of Curriculum Development, New York City Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201 ($4.00) 123P.

Among the objectives listed for this program are: (1) to promote an awareness that, within the various patterns of family living, love and mutual concern are basic to harmonious relationships; (2) to provide a body of content which can be used as a basis for decision making; and (3) to build attitudes and values necessary

for pupils to become effective members of the family and society. The materials include the scope and sequence of the generalizations to be developed, the content and suggested learning activities for their development, teaching aids, and levels of psychosexual development of children at various age levels. (KJ)

(499) ED 046 362 THE FEASIBILITY OF COMPUTER ASSISTED COLLEGE SELECTION AS A GUIDANCE COUNSELING AID. Bethesda, Md.: Creative Concepts, Inc., 1970. MF-$0.65 HC-$3.29 38P.

This study analyzed and determined the feasibility of a computerized college selection service for high school students. One thousand seniors from the public school system in Region III completed a questionnaire detailing their qualification for college admission and preference for college characteristics. This information was matched with a computerized college data bank and 10 schools most closely approximating the student's interest and abilities were identified. In addition, each cooperating counselor completed a questionnaire that presented information on the counselor's "level of satisfaction" with each student's college selections as determined by the computer. (AF)

(500) ED 047 059 FINAL REPORT OF THE EVALUATION OF THE BENJAMIN FRANKLIN URBAN LEAGUE STREET ACADEMY, ESEA TITLE I 1969-1970. New York: Teaching and Learning Research Corporation, (1970). MF-$0.65 HC-$3.29 42P.

The purpose of the Benjamin Franklin Urban League Street Academy Program is to help students stay in school, help dropouts return to school, or help students enter the job market. The major evaluation objectives were to determine whether participants in the education program continued their education and/or became successfully employed; and whether the participants tended to exhibit some hopelessness with regard to their futures, but in general saw education as valuable, and the Academy as a place where they were accepted by persons in whom they had confidence. The report concludes that the educational phases of the Street Academy are in accord with goals at a level far above what one would expect. (Author/JY)

(501) ED 041 406 FINAL REPORT OF A 5-YEAR STUDY ON THE EFFECTIVENESS OF EARLY APPLICATION OF VOCATIONAL REHABILITATION SERVICES IN MEETING THE NEEDS OF HANDICAPPED STUDENTS IN A LARGE URBAN SCHOOL SYSTEM. Albany: Division of Vocational Rehabilitation, New York State Education Department, 1968. MF-$0.65 HC-$6.58 198P.

To determine the effect of prevocational work experience on the severely handicapped, children, aged 14 to 17, were studied. Results indicated that the disability groupings differed markedly in demographic and personal characteristics, in the nature of presenting problems, in their school careers, and in outcomes. Additional findings were that ethnic and socioeconomic status were important determiners of both progress and outcomes; the services were least effective with the children in the poverty subculture. (Author/JD)

(502) ED 041 468 FLORIDA POST-HIGH-SCHOOL EDUCATION: A COMPREHENSIVE PLAN FOR THE 70'S. Tallahassee: Florida Select Council on Post High School Education, 1970. MF-$0.65 HC-$3.29 92P.

The report deals with the status of comprehensive educational planning for post high school education in Florida. The special problems of Negroes and needy students are discussed. (JY)

(503) ED 044 103 A FOLLOW-UP STUDY ON THE CHARACTERISTICS AND OPINIONS OF STUDENTS ENROLLED IN OCCUPATIONAL EDUCATION PROGRAMS OR IN UNIVERSITY-PARALLEL PROGRAMS AT TARRANT COUNTY JUNIOR COLLEGE DISTRICT. Fort Worth, Tex.: Tarrant County Junior College District, 1970. MF-$0.65 HC-$3.29 64P.

Surveys were designed for a group of students who had taken at least one occupational education course and for another group who should have completed 60 credit hours by the end of spring semester 1969 (university-parallel students). This study analyzes the students' responses to these two surveys, which sought such information as place of residence, sex, age of respondents, marital status, and prior college experience. The two groups of students were also compared on their opinions of selected factors at the college. (RC)

(504) ED 046 021 GROUP COUNSELING IN THE SCHOOLS - A PANEL DISCUSSION. Albany: State Education Department, State University of New York, 1970. MF-$0.65 HC-$3.29 55P.

This document presents a concise discussion of current thinking and practices in the area of group counseling in the schools. A panel of practicing counselors and counselor educators shared their ideas on issues such as the goals of group counseling, various techniques, approaches, and perspectives, the role of the counselor in the group, the effectiveness and advantages of group counseling, the remedial versus the developmental function of the counselor, and training group counselors. No guidelines were established or specific points agreed upon but many ideas were expressed. (RSM)

(505) ED 046 022 GUIDANCE FOR THE NOW STUDENT. REPORT OF THE 18TH ANNUAL ALL OHIO GUIDANCE CONFERENCE. Columbus: Division of Guidance and Testing, Ohio State Department of Education, 1970. MF-$0.65 HC-$3.29 91P.

This report incorporates all the major conference events of the Eighteenth Annual All Ohio Guidance Conference which had as its theme, "Guidance for the Now Student." It focuses on the role of the counselor and counselor educator of the immediate future. Issues discussed included the relevance of societal change to counseling, the need for counselor involvement, the counseling of Blacks, and child abuse. (RSM)

(506) ED 041 322 A GUIDE TO DEVELOP PROGRAMS FOR FAMILY LIVING AND PERSONAL GROWTH. Des Moines: Iowa State Department of Public Instruction, 1969. MF-$0.65 HC-$3.29 49P.

This publication has been designed to augment existing community programs and to initiate sound educational programs which will include the sexuality dimension in the total curriculum. (JK)

(507) ED 043 072 HEALTH EDUCATION IN ELEMENTARY SCHOOLS. CURRICULUM BULLETIN, 1969-70 SERIES. NUMBER 2. Brooklyn: Bureau of Curriculum Development, New York City Board of Education, 1969. MF-$0.65 HC-Not available from EDRS. Available from Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201 ($3.50) 259P.

This publication has been designed for adaptation in meeting the differing needs of New York City pupils. The format enables the teacher to plan specific lessons with health learning supplemented by recommended pupil activities through a basic lesson set up on concepts, content, and activities listed on each page to coordinate with a general topic, such as clothing, safety,

eyes and their care, ears and their care, nutrition, dental health, mental health, exercise rest and sleep. The book is set up by grade level. (Author/KJ)

(508) ED 041 327 HOW TO PLAN A DRUG ABUSE EDUCATION WORKSHOP FOR TEACHERS. Washington, D.C.: National Education Association; Bethesda, Md.: National Institute of Mental Health (D-HEW), 1969. MF-$0.65 HC-Not available from EDRS. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.25) 40P.

These guidelines to planning a drug abuse education workshop for teachers were developed. (KJ)

(509) ED 047 341 INFORMATION ABOUT DRUGS. Ann Arbor: Michigan University, 1970. MF-$0.65 HC-$3.29 23P.

This abstract of factual information about drugs and their effects assembled by the Office of Orientation, Student Affairs Counseling Office, University of Michigan should make it possible to be informed on the subject and to discuss it without appealing to the common misconceptions, incorrect information, and emotionalism that usually pervade discussions of this topic. Also included in this booklet are information and facts about laws pertaining to the use of drugs, and a section entitled "Where to Go for Help." A glossary of slang terms may be found at the end of the booklet. (Author)

(510) ED 043 921 IT WORKS SERIES: SUMMARIES OF SELECTED COMPENSATORY EDUCATION PROJECTS. Washington, D.C.: Office of Education, 1970. MF-$0.65 HC-$3.29 38P.

A total of 31 projects were identified as being most successful of all compensatory education projects across the country. By summarizing each of these 31 projects briefly, this publication enables readers to select those booklets which cover the project they are most interested in studying in detail. (Author/KJ)

(511) ED 046 524 LEARNING INTO THE TWENTY-FIRST CENTURY. 1970 WHITE HOUSE CONFERENCE ON CHILDREN, REPORT OF FORUM 5. (WORKING COPY). Washington, D.C.: Department of Health, Education, and Welfare, 1970. MF-$0.65 HC-$3.29 26P.

There has been too little acceptance of advanced practices. Federally-funded experimental schools must be initiated as alternatives to present learning modes and for the development of exemplar models of philosophy and practice. Learning must become an end in itself, an individual choice, implying an individual definition of success. Modern technology will be implemented for flexible scheduling and progress rates. The forum suggests each home could house computers and microfilm libraries. "School" will focus on human interaction and the ability to know oneself. Teachers will be engaged in preparing computerized lessons, evaluating programs, and counseling. The report suggests that the nation's 200th birthday, 1976, be made an occasion for nationwide dialogue about our whole learning situation. (AJ)

(512) ED 046 020 A LONGITUDINAL STUDY OF THE BARRIERS AFFECTING THE PURSUIT OF HIGHER EDUCATION BY NEW YORK STATE HIGH SCHOOL SENIORS. PHASE II.; COLLEGE AND UNIVERSITY ENROLLMENT. NEW YORK STATE, FALL, 1970. (PRELIMINARY). Albany: Office of Planning in Higher Education, New York State Education Department, Albany: Information Center of Education, New York State Education Department, 1970. MF-$0.65 HC-$3.29 64P.

This publication examines the results obtained from data gathered during phase II of a three year longitudinal study to examine the effects of certain inhibitory factors on the plans of high school seniors. Results indicated that, generally, students followed through with their plans. When changes did occur, money was the most significant factor. Other findings were reported and correlated with those from phase I. (TL)

(513) ED 044 630 MEETING PARENTS HALFWAY. A GUIDE FOR SCHOOLS. Washington, D.C.: Office of Education (DHEW), 1970. MF-$0.65 HC-$3.29 33P.

The Parents Enrich Program (PEP) approach is designed to improve parent teacher attitudes in urban schools by involving parents (primarily the disadvantaged) in direct support of the educational program or in extra-curricular activities. Responses to questionnaires and other forms showed that elementary and secondary teachers, counselors, and principals were indeed gaining parent support as a result of PEP (LY)

(514) ED 041 665 MEXICAN AMERICAN CULTURAL DIFFERENCES. A BRIEF SURVEY TO ENHANCE TEACHER PUPIL UNDERSTANDING. Moses Lake, Wash.: Migrant Education Center, Moses Lake Intermediate School District 104, (1969). MF-$0.65 HC-$3.29 7P.

Listing some of the Chicano values which differ from those of the Anglo and suggesting possible classroom behavioral implications, this pamphlet provides a teacher with a reference that may help in difficult classroom situations. (AN)

(515) ED 041 691 MEXICAN AMERICAN EDUCATIONAL NEEDS: A REPORT FOR THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION. Phoenix: Arizona State Department of Public Instruction, 1969. MF-$0.65 HC-$3.29 25P.

In this 1969 study by the Mexican American Committee for the Minority Group Educational Advisory Commission, it is noted that the problems of injustice in education of Mexican American children in Arizona are related to dropout problems and causes; failure of schools to increase Mexican American employability and provide more than social promotions to those who remain in school; and inadequately informed school staff about the cultural background of Mexican American children. Needed compensatory services are described. (AN)

(516) ED 044 751 MODEL PROGRAMS: CHILDHOOD EDUCATION. PROJECT PLAN. Palo Alto: American Institutes for Research, 1970. MF-$0.65 HC-$3.29 22P.

This booklet is one of 34 in a series of programs on childhood education prepared for the White House Conference on Children. Project PLAN (Program for Learning in Accordance with Needs) offers an individualized instructional system designed to enable each student to progress at his own rate, using the learning method and the instructional materials best suited to him. Project PLAN focuses on the basic subjects of reading and language arts, mathematics, science, and social studies. A special guidance curriculum encourages students to do their own planning, decision making, and management of classroom time, and provides an introduction to the wider worlds of work, leisure, and citizenship. (SK)

(517) ED 046 023 MOM, THEY LIKE ME! SUMMARY REPORT ISC (IMPROVE SELF CONCEPT), A THREE YEAR INNOVATIVE PILOT PROJECT FOR LOW ACHIEVING PUPILS. Paw Paw, Mich.: Paw Paw Public Schools, 1970. MF-$0.65 HC-$3.29 91P.

Improve Self Concept (ISC), a Title III Project based on the premise that a low self-concept handicaps academic and social achievement, includes three phases: (1) a summer session for developing parent-teach-pupil relationships; (2) a two week camping experience; and (3) a school year component focused

on improving self-concept through individualized, self-paced instruction and personalized curriculum. The camping program and self-paced instruction were found to be of greatest value. (TL)

(518) ED 041 583 NEW CHALLENGES TO THE JUNIOR COLLEGES--THEIR ROLE IN EXPANDING OPPORTUNITY FOR NEGROES: A PROGRESS REPORT. Atlanta, Ga.: Southern Regional Education Board, 1970. MF-$0.65 HC-$3.29 21P.

This report of the Southern Regional Education Board (Atlanta, Georgia) offers results of a study of black student attitudes, and statements by the project coordinators on these results. Teachers, parents, community leaders, and students were interviewed to provide the information. (JO)

(519) ED 047 344 NEW DIRECTIONS IN CAMPUS LAW ENFORCEMENT: A HANDBOOK FOR ADMINISTRATORS. Athens: Georgia University, 1971. Not available from EDRS. Available from The Georgia Center for Continuing Education, The University of Georgia, Athens, Ga. 30601 ($2.50 per copy, $2.25 for 10 or more copies) 87P.

These papers, written primarily by practioners concerned with current unrest and its implications for the future of higher education, present a collective view of campus law enforcement in the seventies, and incorporate new ideas and tested formulas for meeting the demands of today's students. The underlying belief is that the academic community can solve its own problems. (TL)

(520) ED 044 606 OAK GLEN: CALIFORNIA YOUTH CONSERVATION AND TRAINING PROGRAM, NOVEMBER 1, 1963 - MAY 31, 1965. Sacramento: Division of Forestry, California State Department of Conservation, 1969. MF-$0.65 HC-$3.29 34P.

The program trained out-of-school, unemployed youth, 16-21 year old for a period of six months. The report includes: program outlines; statistical data on number enrolled, enrollees' background, work distribution, graduates, nongraduates, and job placement; key elements which brought some success; and an organizational chart. (NL)

(521) ED 042 884 ONE PARADIGM FOR VOCATIONAL-TECHNICAL COUNSELING (SANTA FE JUNIOR COLLEGE WORKSHOP, GAINESVILLE, FLORIDA, JUNE, 1969). Gainesville, Fla.: Santa Fe Junior College, 1969. MF-$0.65 HC $3.29 57P.

The purpose of this summer workshop was to enhance communication channels between the public school and college personnel, to acquaint public school personnel with resources for enlarging their counseling programs, and to expand upon the concept of vocational counseling. (CH)

(522) ED 043 735 OPERATION JOB START. FINAL REPORT. Patterson, N.J.: Human Development and Education Corporation, 1969. MF-$0.65 HC-$6.58 139P.

Operation Job Start is an experimental project which seeks to reconcile the opposing attitudes of unemployed youth, who feel that no meaningful employment opportunities exist for them, and the employers who believe that these youth would not make good employees. Four major areas are emphasized: (1) efforts to change the attitudes of both employers and youth, (2) management assistance to modify jobs, (3) a counseling program for youth participants during the first three months after placement, and (4) uniform criteria to evaluate individual adjustment and company efforts. (BH)

(523) ED 045 901 PARENT EDUCATION AND FAMILY LIFE. CHILD DEVELOPMENT: THE CHILD 6-12. Albany: Bureau of Continuing Education Curriculum Services, New York State Education Department, 1970. MF-$0.65 HC-$3.29 54P.

This manual was designed to provide instructors in adult basic education with lesson plans which treat the subject of parent education and family life. The lesson plans, factsheets, and worksheets deal specifically with the subject of child development from 6 to 12 years. The lessons encompass a range of topics including childhood growth, peer and family relationships, the school-age child and the sexual behavior and interests of children. (PT)

(524) ED 041 964 PENNSYLVANIA ADVANCEMENT SCHOOL: REPORT ON THE FIRST TWO YEARS. Philadelphia: Pennsylvania Advancement School, 1969. MF-$0.65 HC-$3.29 84P.

The School is an experimental, curriculum and staff development institution which has seventh and eighth grade underachieving boys from Philadelphia public and parochial schools as its student body. In addition, the School is engaged in community liaison and follow-up of its graduates, external staff development, and research. (RJ)

(525) ED 041 585 A PILOT STUDY RELATED TO IDENTIFICATION, PLACEMENT, AND CURRICULUM DEVELOPMENT FOR ACADEMICALLY UNDERPREPARED STUDENTS IN FLORIDA JUNIOR COLLEGES. Tallahassee: Task Force on Testing, Florida State Department of Education, 1969. MF-$0.65 HC-$3.29 32P.

This study investigated the limitation of using only achievement test batteries to identify and place academically underprepared students, and suggests curriculum innovations to deal more adequately with the problem. The significant differences in IQ, and the similarity in range of intellect among both high and low scoring groups on the achievement test lend support to the notion that some students relegated to remedial groups do in fact have the intellectual ability to handle college work. (JO)

(526) ED 045 934 PLANNING MODELS FOR GROUP COUNSELING. Albany: Bureau of Continuing Education Curriculum Services, New York State Education Department, 1969. MF-$0.65 HC-$3.29 45P.

The models are focused on the vocational success of the individual. The trainee is helped to perceive his role realistically and to plan his future place in society. Self-evaluation and planning for future employment are major themes running through the sessions. Throughout the sessions the counselor can teach significant items of information regarding work and self. Although this material is especially designed for adult groups preparing to enter the labor force, the techniques may be modified somewhat for use with noncollege-bound secondary students. (Author/EB)

(527) ED 044 076 PLANS BEYOND HIGH SCHOOL, A REPORT OF A SURVEY OF STATEWIDE FLORIDA HIGH SCHOOL SENIORS, FALL, 1969. Tallahassee: Florida State Board of Regents, 1970. MF-$0.65 HC-$3.29 72P.

High school seniors were asked to fill out the instrument Plans Beyond High School, which requested information of college bound students on the type of institution they planned to attend, whether they planned to go to an in-state or out-of-state institution and their main reason for attending college. Students not planning to attend college were asked their main reason for not doing so, their plans after high school, and whether they planned to attend college later. This report discusses post-secondary enrollment trends in Florida, and analyzes the results in terms of total population, race, sex, 1968 results, intended plans

versus actual courses of action, and the non-college bound students and the undecided ones. (AF)

(528) ED 045 528 POLICE YOUTH PROTECTION UNIT PROGRAMS, SAN JOSE, CALIFORNIA: MODEL PROGRAMS. CHILDHOOD EDUCATION. Palo Alto, Calif.: American Institutes for Research, 1970. MF-$0.65 HC-Not available from EDRS. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.220:200151, $0.20) 26P.

The objectives of the YPU are: to prevent juvenile delinquency, encourage respect for law enforcement, provide information, expose youth to policemen and police work, and to give them places to go and things to do with their leisure time. Programs operated by the YPU include: (1) drug education for students, parents, and community groups; (2) counseling services for juvenile crime prevention; (3) sports activities through the Police Athletic League; and (4) practical experience for 15 to 18 year olds leading to possible careers in law enforcement. (DJB)

(529) ED 041 963 POST-SECONDARY EDUCATIONAL OPPORTUNITIES AND THE NEGRO STUDENT IN FLORIDA: A REPORT TO THE SELECT COUNCIL ON POST-HIGH SCHOOL EDUCATION. Atlanta, Ga.: Institute for Higher Educational Opportunity, Southern Regional Education Board, 1969. MF-$0.65 HC-$6.58 119P.

This study was designed to provide information and observations for the special post-high school educational needs of Negro students. Despite the availability and utilization of post-secondary educational opportunities by Negro students, they do not attend college in the same proportion as whites; utilization of traditional admission criteria militates against a substantial increase in enrollment of Negro students. (RJ)

(530) ED 044 517 A PREVOCATIONAL LABORATORY CENTERED CURRICULUM FOR RURAL DISADVANTAGED YOUTH. FINAL REPORT. Urbana: Division of Agricultural Education, Illinois University, 1970. MF-$0.65 HC-$6.58 129P.

To change the negative attitudes of academically disadvantaged students toward school and to prepare them to succeed in high school vocational programs, 27 boys were selected to participate in a three-year activity-centered instructional program. A problem-solving approach was used for learning experiences in applied biology and agriculture, mathematics and finance control, communication, and physical education. Most of the students were interested in and receptive to the program. Their attendance improved, and a change in attitude toward learning and learning involvement was evident. A curriculum guide is included which contains suggestions for administrators and teachers concerning the instructional staff, facilities, student selection, advisory committee, parental support, and the instructional program. (SB)

(531) ED 042 178 PROBLEMS IN COUNSELING FOR CAREERS. Iowa City: American College Testing Program, 1969. Not available from EDRS. Available from The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 ($2.00 per copy) 66P.

Willis Dugan of the American Personnel and Guidance Association delineated six "responsible priorities": (1) a clearer definition of counseling and its purpose; (2) definition of counselor duties and job functions; (3) greater professional competence; (4) an increase in the scope and effectiveness of communication; (5) development of research interests and activities; and (6) improvement of the counseling relationship. Dr. Joseph Shoben, Director of State University of New York's Center for Higher Education, spoke at length about the "generation gap" and the difficulties which obstruct effective dialogue between age groups, ethnic groups, etc. (TL)

(532) ED 047 326 PROCEEDINGS-FOURTH ANNUAL CONFERENCE OF GUIDANCE PERSONNEL IN OCCUPATIONAL EDUCATION. Albany: The State Education Department, State University of New York, 1970. MF-$0.65 HC-$3.29 62P.

Papers included in these proceedings are concerned with the following topics: (1) "What Do We Really Know About Career Development," (2) "Manpower Policy and Vocational Education," (3) "How Guidance Services Should Grow in Occupational Education," (4) "Links," (5) "The Role for the Vocational Educational Counselors for the Decade Ahead," and (6) "Reactor's Report." The conference attempted to create a primitive and figurative map of what needs to be accomplished, who can accomplish it, and what strategies need to be developed in occupational education. It reaffirmed that nearly all Americans have needs for the facilitation of career development. (RSM)

(533) ED 042 179 PROPOSAL FOR A MOBILE ASSISTED CAREER EXPLORATION UNIT. Logan: Utah State University, 1968. MF-$0.65 HC-$3.29 41P.

A pilot program is proposed to determine if a mobile guidance unit operating on a limited time schedule can provide a feasible means for increasing maturity of rural ninth grade students. The program is designed to help the student acquire experience in two basic areas: (1) knowledge of self and the world of work; and (2) practice in utilizing this knowledge in prevocational decision making. The proposal is designed to involve parents. (MC/Author)

(534) ED 042 223 READINGS IN COMPUTER BASED GUIDANCE. THE BARTLESVILLE SYSTEM. Stillwater: Oklahoma State University; Bartlesville, Okla.: Bartlesville Public Schools, 1970. MF-$0.65 HC-$3.29 75P.

The document contains six papers which deal with the need for change in guidance and counseling due to the overwhelming amount of data which is insufficiently processed by conventional manual systems. The following topics are covered: (1) computer based gaming, a systems approach to vocational instruction; (2) synthetic confrontation therapy; (3) diagnosis and prediction; (4) a survey of two information languages for counselor applications; (5) gaming for vocational awareness; and (6) computer diagnostics. (MC/Author)

(535) ED 043 291 REPORT OF THE AMERICAN BAR ASSOCIATION COMMISSION ON CAMPUS GOVERNMENT AND STUDENT DISSENT. Washington, D.C.: American Bar Association, (1970). MF $0.65 HC-$3.29 40P

The purpose of this report is to develop principles and procedures that will ensure freedom for dissent, while preserving order. The report deals first with the protection of freedom of expression and political activity in public colleges and universities, including the freedom of association, of speech and assembly, of the press, and within the classroom. The next section deals with the maintenance of order with justice and presents university disciplinary procedures and the principles for achieving reliability and fundamental fairness. (AF)

(536) ED 043 046 REPORT OF THE ILLINOIS WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH: COMMUNICATION, COMMITMENT, AND ACTION. Springfield: Illinois Commission on Children, 1970. MF-$0.65 HC-$6.58 142P.

This report assesses the needs and opportunities available for the youth of Illinois, notes the gains achieved over the last

decade, and makes recommendations for the gaps and problems with which we need to deal. The report is divided into the following four sections: (1) Delivery of Services, (2) Youth's Role in Society, (3) The Family Unit, and (4) The Collaborative Role of Agencies in the Education Process. (RSM)

(537) ED 042 882 REPORT ON EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR THE TIDE PROGRAM, AS AN EXTENSION OF THE SUMMER YOUTH DEMONSTRATION PROGRAM IN YOUTH OPPORTUNITY CENTERS. Washington, D.C.: Manpower Administration (DOL), 1968. MF-$0.65 HC-$3.29 56P.

This report provides data primarily on the second phase of TIDE which was operated from July to December of 1967 at 29 youth centers in 22 states. In this second part of the program, 1,031 youth received employment orientation training at 32 YOC's. (BC)

(538) ED 042 031 REPORT OF 1968/69 VOCATIONAL GUIDANCE AND COUNSELING PROJECTS. Trenton: Division of Vocational Education, New Jersey State Department of Education, 1968. MF-$0.65 HC-$6.58 145P.

It is the role of the school to assist the individual toward appropriate educational and occupational experiences. Twenty-five New Jersey high schools endeavored to improve their programs for career development by sponsoring innovative guidance projects. (CH)

(539) ED 042 190 RESOURCE BOOK FOR DRUG ABUSE EDUCATION. Washington, D.C.: National Education Association, 1969. MF-$0.65 HC-Not available from EDRS. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25 per copy) 120P.

This Resource Book contains summaries of factual information on drug abuse as well as techniques and suggestions that experienced drug educators have found helpful in communicating with young people who are thinking about drugs or have already experimented with them. An effort has been made to include papers by medical authorities and social scientists which reflect a range of views regarding drugs. (KJ)

(540) ED 042 067 RICH: REGISTER TO IMPROVE COMMUNICATIVE HABITS. Ann Arbor: Michigan University, Counseling and Personnel-Services Information Center, 1970. MF-$0.65 HC-$6.58 164P.

The volume is divided into two basic sections, the Directory and the Indexes. The Directory contains alphabetical listings of over 500 participants who responded to a questionnaire in 1969. Included are the participant's name, address and phone number, role designation, work setting, activity areas of interest, materials he is willing to share, and his consultation availability. The Index section is subdivided to include the following: (1) Geographical Area of Location; (2) Work Setting; and (3) Activity and Interest Areas. Entries are extensively cross-referenced. (CJ)

(541) ED 042 043 THE ROLE OF THE COMMUNITY COLLEGE IN TRAINING THE DISADVANTAGED-HANDICAPPED STUDENT. FINAL REPORT. Salem: Division of Community Colleges and Career Education, Oregon State Board of Education; Corvalis: Division of Vocational, Adult, and Community College Education, Oregon State University, 1970. MF-$0.65 HC-$3.29 79P.

Ten of Oregon's 12 community colleges were represented at this workshop sponsored by the Oregon Board of Education. Each participant held a position of importance in developing programs for handicapped students in his respective agency. After examining the role of the community college in rehabilitation, participants recommended modifications in teacher education and made proposals for new programs. (BH)

(542) ED 044 736 SELECTED DRUG EDUCATION CURRICULA. A SERIES. San Francisco: Francisco Unified School District; Providence: Rhode Island State Department of Education; Albany: New York State Education Department; Towson, Md.: Baltimore County Board of Education; Flagstaff, Ariz.: Flagstaff Public Schools, 1970. MF-$0.65 HC-Not available from EDRS. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 822P.

These booklets contain selected drug education curricula, published by the National Clearinghouse for Drug Abuse Information. Included are guides from California, New York, Rhode Island, Maryland, Arizona, and Washington. The guides include basic concepts, learning activities, and resource materials. (KJ)

(543) ED 043 056 SELECTED MATERIALS IN PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL PUPILS. Albany: Bureau of Elementary Curriculum Development, New York State Educational Department; Bureau of School Libraries, New York State Education Department, 1970. MF-$0.65 HC-$3.29 24P.

This bibliography was compiled to assist educators in their selection of reading materials in physical education for elementary pupils. Both general and topic-specific items were included, as well as a listing of periodicals, sources of free materials, and a directory of publishers. (TL)

(544) ED 043 902 SKILL ANALYSIS AS A TECHNIQUE FOR PREDICTING VOCATIONAL SUCCESS OF THE MENTALLY RETARDED. REHABILITATION SERIES 2. Albertson, N.Y.: Human Resources Center, 1970. MF-$0.65 HC-$3.29 100P.

The purpose of this study was to develop a skill analysis test battery which would aid in the prediction of achievement in two specific areas of training. The results yielded nine skill test measures whose correlations with the criterion measures were statistically significant. However, findings point to the need to separate the criteria of adjustment and achievement in selection of clients for training programs. (KJ/Author)

(545) ED 041 323 SMOKING. A SOCIAL DILEMMA. Des Moines: Iowa State Department of Public Instruction, (1969). MF-$0.65 HC-$6.58 144P.

This publication is designed to illustrate how information about the effects of smoking can be incorporated into virtually all grade levels and curriculum areas. (KJ)

(546) ED 045 753 SPECIAL TRAINING INSTITUTE ON SCHOOL DESEGREGATION FOR SCHOOL PERSONNEL IN SOUTH CAROLINA, 1968-1969. Columbia: School of Education, South Carolina University, (1970). MF-$0.65 HC-Not available from EDRS. 106P.

The overall objective of this Institute is to improve the ability of school personnel on all levels to recognize and deal effectively with special problems occasioned by school desegregation. Local leaders are encouraged to participate in planning, organizing and carrying out these institutes which help educators focus on

basic problems of human relations, resource materials, grouping, evaluation, and scheduling. School districts are encouraged to take a comprehensive approach to desegregation involving school personnel, the total community, and students. (Author/JM)

(547) ED 043 064 STRAND II: SOCIOLOGICAL HEALTH PROBLEMS. PROTOTYPE CURRICULUM MATERIALS FOR THE ELEMENTARY AND SECONDARY GRADES. Albany: Bureau of Secondary Curriculum Development, New York State Education Department, 1970. MF-$0.65 HC-$9.87 278P.

These publications contain three of the topics for Strand II, Sociological Health Problems, which have been prepared as part of the kindergarten through twelve health syllabus revision project. The topics covered are alcohol education, drugs and narcotics, and smoking. The booklets are set up in the following format: (1) reference or topic, (2) major understandings and fundamental concepts, (3) suggested teaching aids and learning activities, and (4) supplementary information for teachers. (Author/KJ)

(548) ED 044 430 A STUDY OF THE DEVELOPMENTAL BEHAVIOR OF CULTURALLY DISADVANTAGED CHILDREN: A SPECIAL STUDY REPORT ON THE PAR. Durham, N.C.: Duke University, 1968. MF-$0.65 HC-$3.29 35P.

Traditional measures of intelligence frequently yield low scores when applied to disadvantaged subjects. This study tests whether similar findings would result from measures of developmental behavior. The results, by groups, are graphed and analyzed with respect to attainment age, attainment quotient, and the ambulation, manipulation, rapport, communication, responsibility, information, ideation, and creativity subscales of the Preschool Attainment Record (PAR). A steady decline in the rate of achievement and noticeable sex differences in performance appear as age increases. The measure proved useful and informative for evaluation purposes in this education improvement program for the culturally disadvantaged. (LR)

(549) ED 041 306 SUGGESTED GUIDELINES FOR THE DEVELOPMENT OF COURSES OF STUDY IN HEALTH EDUCATION FOR JUNIOR AND SENIOR HIGH SCHOOLS. Albany: Bureau of Secondary Curriculum Development, New York State Education Department, 1970. MF-$0.65 HC-$3.29 40P

Both personal and societal aims were cited as the motivating factors for the prototypical, comprehensive health education program outlined here. The program consists of five strands: (1) physical health, (2) sociological health problems, (3) mental health, (4) environmental and community health, and (5) education for survival. (TL)

(550) ED 047 343 SUMMER ORIENTATION REPORT. College Park: Maryland University, 1971. MF-$0.65 HC-$6.58 106P.

This report presents the results of the Program Content Evaluation Questionnaires which were completed by parents and students regarding their respective participation in the University of Maryland's Summer Orientation Program (1970). Overall, the seminars, general assemblies, campus tours, exhibitions and displays, etc. were very well received. Data is also provided for the Transfer Orientation Program and a Special Orientation Program held in September. (TL)

(551) ED 042 441 THE SUMMER READINESS PROGRAM: NEIGHBORHOOD YOUTH CORPS AT SANTA BARBARA CITY COLLEGE. Santa Barbara, Calif.: Office of Research and Development, Santa Barbara City College, 1970. MF-$0.65 HC-$3.29 11P.

The summer 1970 program indicates not only that minority disadvantaged students can be recruited and encouraged to pursue a higher education, but also that financial aid and tutorial services can have a marked impact on their persistence and performance. (JO)

Does your work bring you into contact with special population groups? If so, you might wish to check documents under the following descriptors:

DISADVANTAGED YOUTH
DROPOUTS
DELINQUENTS
FEMALES
PHYSICALLY HANDICAPPED
MINORITY GROUPS
ETHNIC GROUPS
MEXICAN AMERICANS
AMERICAN INDIANS
NEGROES
CAUCASIANS
CULTURALLY DISADVANTAGED
ECONOMICALLY DISADVANTAGED
MENTALLY HANDICAPPED
URBAN YOUTH
SUBURBAN YOUTH
FOREIGN STUDENTS

(552) ED 046 059 A SURVEY OF SECONDARY SCHOOL STUDENTS' PERCEPTIONS OF AND ATTITUDES TOWARD USE OF DRUGS BY TEENAGERS. PART I, PART II, PART III.; A SURVEY OF SECONDARY SCHOOL TEACHERS' PERCEPTIONS OF THE ROLE OF THE SCHOOLS IN DEALING WITH TEENAGE DRUG USE. A GENERAL OVERVIEW OF SURVEY FINDINGS. Rockville, Md.: Montgomery County Public Schools, 1970. MF-$0.65 HC-$13.16 254P.

Findings of the survey of secondary school students indicate that the typical student: (1) believes that drug use is uncommon, except for marijuana, alcohol, cigarettes and glue; (2) believes that drug use is increasing; (3) is not fully convinced of the dangers; (4) may well try drugs some day; and (5) wants and needs instruction. Users view the teenage drug scene far differently from non-users. Teachers, it was found, are committed to a school program of instruction as a major response to the problem. (TL)

(553) ED 044 529 TASK ANALYSIS FOR TRAINING THE DISADVANTAGED. Washington, D.C.: National Civil Service League, 1970. MF-$0.65 HC-$3.29 15P.

New programs offer fresh opportunities to create new careers with potential for disadvantaged adults to grow and develop. This publication describes some practical ways to view jobs in determining whether to restructure to form new opportunities.

The process of task analysis involves identification of the duties, tasks, and elements of the job content, description of the knowledges, skills, abilities, and decisions prerequisite to successful learning and performance of job task, and establishment of the specific, precisely-stated job-related performance objectives which provide directional content guidance and adequacy tests for training. (SB)

(554) ED 041 312 UNIVERSITY PROVISIONS FOR PSYCHIATRIC SERVICES. Lubbock: Texas Technical University, (1969). MF-$0.65 HC-$3.29 27P.

The problem is stated as follows: university campuses must find a reasonable, responsible and financially defensive provision for mental health services. Based on: (1) a survey, (2) a review of pertinent professional literature, (3) authoritative recommendations, and (4) a review of organizational and financial realities of university campuses, conclusions are drawn and resulting recommendations offered. (TL)

(555) ED 042 318 VOCATIONAL READINESS FOR YOUNG DISABLED STUDENTS IN NEW YORK CITY: FINAL REPORT OF A 5-YEAR COLLABORATIVE STUDY. Albany: State Education Department, State University of New York, 1968. MF-$0.65 HC-$6.58 198P.

Results showed that the physically handicapped benefited the most from the program. The mentally handicapped showed gains in socialization and interpersonal adjustment, though not much gain in employability. The emotionally disturbed showed no significant benefits. Ethnic and socioeconomic factors were important determiners of progress. (KW)

DISSERTATION RESUMES

(556) 71-8427 Abe, Clifford. THE PREDICTION OF ACADEMIC ACHIEVEMENT OF MEXICAN-AMERICAN STUDENTS. University of Arizona, 1970, 31(9), 4535-A.

The principal emphasis of this study was concerned with the prediction of academic achievement among Mexican-American students using the biographical information approach (ALPHA). College grade point average, high school rank, and ACT scores were collected for the sample. College GPA was the criterion used in the study. The following conclusions were drawn from the results of the study: (1) the biographical approach was a powerful predictor of academic achievement; (2) the personality indices used in this study did not contribute to the prediction of academic achievement to the degree expected; and (3) the best combination of predictors of the criterion among the variables used in this study was ALPHA GPA, ACT-Mathematics, the I-E Scale, and high school rank. (Author)

(557) 71-13,207 Ackland, Vergie Lee Behrens. A COMPARISON OF TWO GROUP COUNSELING MODELS IN FACILITATING VERBAL INTERACTION AMONG DELINQUENT GIRLS. Arizona State University, 1971, 31(11), 5752-A.

This study investigated the identification of significant differences in verbal interaction between two groups of delinquent girls and the degree of acceptance the subjects expressed for operating within a group counseling setting. The procedure utilized the interpersonal and intra-personal group counseling models. The interpersonal model focused upon environmental expectations. The intrapersonal model focused upon the self and self-aspiration. This study indicated the intrapersonal model of counselor behavior was more effective in generating desired verbal interaction. Girls treated with the intrapersonal model do become more personal in group interaction; do more toward the intended model. (Author)

(558) 71-1649 Agnor, Herbert Emory, Jr. MOTIVATION-HYGIENE FACTORS IN LOW ABILITY TRANSFER STUDENTS AND TECHNICAL-OCCUPATIONAL STUDENTS AT A COMMUNITY COLLEGE. Case Western Reserve University, 1970, 31(7), 3256-A.

Contrary to the expectation that low ability community college students would be "hygiene-seekers" it was concluded from the data in this study that these students were responding to the idea of universal education and enrolled for the most part in educational programs with rather direct relationship to occupational goals whether these programs were labeled by the college as transfer or technical-occupational. (Author)

(559) 71-6378 Albert, Raymond Patrick. SELF-ESTEEM OF THE ELEMENTARY SCHOOL CHILD AS AFFECTED BY TEACHER-PUPIL CONFERENCES. Northern Illinois University, 1970, 31(9), 4446-A.

The research was structured to determine whether: (1) teacher training in one-to-one teacher-pupil conferences could enhance self-esteem; (2) a particular grade level of the student would evidence greater change; (3) the sex of the student would effect the outcome; and (4) whether certain individual teachers would have greater effect upon self-esteem than other teachers. It was concluded that teacher-pupil conferences as structured in this experiment did not enhance self-esteem as measured by the Coopersmith scale. Teacher training in conducting teacher-pupil conference did not contribute to significant change. Neither boys nor girls in the total groups indicated significant pretest-postest change. Individual teachers did not seem to effect changes in self-esteem scores that could be considered significant. (Author)

(560) 71-6048 Alberti, Jean Mae C. SELF-PERCEPTION-IN-SCHOOL AND ITS RELATIONSHIP TO SCHOOL ACHIEVEMENT, BEHAVIOR, AND POPULARITY. State University of New York at Buffalo, 1970, 31(9), 4535-A.

Some of the conclusions of this study were: (1) the SPS inventory was demonstrated to be a reliable, valid, inexpensive, non-verbal measure of the construct at the primary level; (2) the SPS is significantly related, at the primary level, to teachers ratings of children's behavior and to reading and arithmetic achievement; (3) there was a lack of relationship between SPS than boys; and (4) while the mean SPS of girls in grades one through three is relatively similar, boys' mean SPS consistently decreases from grade one to three. (Author)

(561) 71-3532 Aldrich, Bruce Wheeler. SOCIAL ORIGINS, PERSONALITY, AND ANTICIPATED OCCUPATIONAL STATUS: A STUDY OF LEVELS OF OCCUPATIONAL ASPIRATION AND EXPECTATION AMONG ADOLESCENT MALES. University of North Carolina at Chapel Hill, 1970, 31(8), 4279-A.

With data gathered from 1745 junior and senior high school students in Contra Costa County, California, specific factors associated with levels of occupational aspiration and expectation are identified and interrelated. The study tests the utility of a causal model within which the influence of different variables is interpreted. The evidence provided by these tests suggests that the model has the greatest predictive utility among older adolescents. (Author)

(562) 71-1651 Allen, David Lorne. THE RELATION OF ORGANIZATIONAL CLIMATE TO TEACHER AND PUPIL ALIENATION. Case Western Reserve University, 1970, 31(7), 3158-A.

Conclusions based upon the study indicate that the concept organizational climate is a structural variable which directly affects the daily work of school teachers, and, to a lesser degree, the performance of pupils. Bold and creative programs are necessary to reverse alienation in educational settings. The study asserts that such programs are least likely to occur within closed climate schools. (Author)

(563) 71-5024 Alsbrook, Eleanor Young. CHANGES IN THE ETHNOCENTRISM OF A SELECT GROUP OF COLLEGE STUDENTS AS A FUNCTION OF BIBLIOTHERAPY. University of Illinois at Urbana-Champaign, 1970, 31(9), 4536-A.

This study seeks to establish the extent of prejudice exhibited by the selected subjects. Four groups of 13 students each were chosen as subjects; two groups volunteered to read additional material and discuss what they had read, one group volunteered to read additional material and not discuss what they had read. The major findings of this experiment may be summarized by stating that significant reduction in ethnocentrism was produced in both the Reading-Discussion and Reading-Only groups. Short term stability of attitude change was a function of the experimental treatment. The Reading-Discussion groups and the Reading-Only group had largely retained their post treatment attitude gains when tested one month later, while the Control group score showed very little change in all three tests. (Author)

(564) 71-578 Anderson, Edward Clifton. PROMOTING CAREER INFORMATION-SEEKING THROUGH GROUP COUNSELOR'S CUE AND REINFORCEMENTS. University of California, Los Angeles, 1970, 31(7), 3257-A.

This investigation explored the differential effects of two theoretically based independent variables: cues and reinforcements upon information-seeking activities. Testing treatment mean differences, the group which received both cues and reinforcements demonstrated greatest effectiveness. Furthermore, treatments using cues were shown to be more effective than treatments wherein reinforcement was the independent variable. (Author)

(565) 71-5029 Anderson, Thomas Hugh. ARE A STUDENT'S SCHOOL-RELATED BEHAVIORS DEPENDENT UPON WHAT IS EXPECTED OF HIM? University of Illinois at Urbana-Champaign, 1970, 31(9), 4537-A.

There was evidence to support the hypothesis that when teachers are informed that specific students are to become academic spurters, some changes in school-related behaviors do occur. The behavioral changes in this study were apparent neither in academic areas nor in the students' perceptions of their teachers but they were apparent in their ratings of personal, self-related adjustment situations. Contrary to the anticipated results, the significant differences that were found using the personality adjustment scores showed the control group to be better adjusted than was the experimental group. (Author)

(566) 70-22,099 Ansell, Edgar Merle. AN ASSESSMENT OF VOCATIONAL MATURITY OF LOWER-CLASS CAUCASIANS, LOWER-CLASS NEGROES AND MIDDLE-CLASS CAUCASIANS IN GRADES EIGHT THROUGH TWELVE. State University of New York at Buffalo, 1970, 31(5), 2094-A.

This study used the Vocational Development Inventory (VDI) and the Readiness for Vocational Planning (RVP) to assess vocational maturity. The results showed that when inteligence was controlled as a covariate, the RVP did not detect any significant difference in the level of vocational maturity for the disadvantaged. Vocational maturity did increase with age for lower-class Caucasians and lower-class Negroes when assessed by the RVP and the VDI. However, the rate of increase was approximately two years slower than the rate of vocational development for middle-class Caucasians. (Author)

(567) 71-4558 Aptekar, Lewis Steven. PARTICIPANT-OBSERVATION STUDY OF THE DYNAMICS OF STUDENT-TEACHER INTERACTION AND OF PEER GROUP FORMATION IN A RACIALLY AND SOCIO-ECONOMICALLY HETEROGENEOUS URBAN HIGH SCHOOL. University of Michigan, 1970, 31(8), 3945-A.

In their adaptation to the institution, all student peer groups but one internalize the values of the bureaucracy and the methods of the teachers; thus they come to function as socializing agents themselves. The character of the institution is such that it moves so-called deviants toward a kind of secondary adjustment which entails that they delimit and patrol normative boundaries, and which neutralizes their disruptive threat to the institution. A single adolescent group is isolated, and its character indicates by contrast the dynamic connection between the socializing (anti-educative) forces of the school and the self-alienated, conventional nature of the students. (Author)

(568) 71-1135 Arbogast, Delvin Doyle. AN INVESTIGATION OF THE EFFECTS OF MORE-DISCLOSING AND LESS-DISCLOSING LEADERS UPON THE DISCLOSURE OF COUNSELING GROUP MEMBERS. University of South Dakota, 1970, 31(7), 3258-A.

It was concluded that leader-disclosure has no effect upon the disclosure of counseling group members as measured by the REV scale, even though leader disclosure does differ. (Author)

(569) 71-92,229 Arkovich, Marvin Larry. A CRITICAL ANALYSIS OF THE ORGANIZATION AND ADMINISTRATION OF PUBLIC JUNIOR COLLEGE STUDENT PERSONNEL SERVICES. The University of Texas at Austin, 1970, 31(7), 3258-A.

An institutions make increased use of out-of-college consultant expertise, they tend increasingly to (1) use full-time counselors who do not classroom teaching, (2) conduct some student services staff meetings in the format of sensitivity training, and (3) assign some counselor representation to recreation or dining areas of the campus. (Author)

(570) 71-9705 Ashworth, Diana Jane. AN INVESTIGATION TO DETERMINE THE EFFECTIVENESS OF EMPATHY TRAINING FOR THE BEGINNING COUNSELOR-IN-TRAINING. University of South Carolina, 1970, 31(10), 5115-A.

The study was conducted to determine if a training program in empathy, one of the dimensions of the counseling relationship, produces within the counselor-in-training a change in empathic orientation, discrimination, and communication skills. The data indicated that two of the three instruments discriminated between the control and experimental groups (i.e., the Discrimination Index and the Communication Index). The treatment did result in positive change in post-test scores of the experimental group. (Author)

(571) 70-24,732 Atkinson, Donald Ray. THE EFFECT OF USING SELECTED BEHAVIOR MODIFICATION TECHNIQUES TO INCREASE STUDENT-INITIATED ACTION ON COUNSELOR SUGGESTED ACTIVITIES. The University of Wisconsin, 1970, 31(11), 5752-A.

This investigation was to determine if selected behavior modification techniques could be used effectively by counselors to promote student self-initiated action (SIA) on counselors to promote student self-initiated action (SIA) on counselor suggested activities. Each subject received from two to five suggestions written by his Laboratory counselor which were included in a report to the school and were designed to assist in the student's educational development. The criterion was student self-initiated action on Laboratory suggestions. Results of this study support use of behavior modification techniques by counselors when encouraging superior high school students to initiate action on counselor suggested activities. (Author)

(572) 71-10,888 Atkinson, Francis Dayton. THE EFFECTS OF A SIMULATION GAME UPON LEARNERS' SENSE OF CONTROL. Syracuse University, 1970, 31(11), 5834-A.

The data supported the following conclusions: (1) there was a significant improvement in the learners' sense of control after participation in the simulation game; (2) no significant differences were found among the four experimental groups as measured by the sense of control scale before and after participation in the simulation game; and (3) there were significant differences between the sense of control scores of the male and female subjects after participation in the simulation game; and (4) there were significant differences among the sense of control scores of the low, average, and high IQ subjects after participation in the simulation game. (Author)

(573) 71-4150 Aucker, John Robert. THE PREDICTION OF SUCCESS IN VOCATIONAL EDUCATION FROM STUDENT CHARACTERISTICS. University of Northern Colorado, 1970, 31(8), 3864-A.

The following four general conclusions appeared to be supported by the findings of this study: (1) high school vocational students appeared to be average students in terms of their performance on the GATB and the ITED; (2) a counselor's rating of a student's traits was the most consistently significant predictor of success when correlations were made between predictors of success and criteria of success; (3) the traditional academic achievement measured by the ITED was significantly defined by the criteria of success; and (4) a counselor should use both general and specific estimates of a student's potential when evaluating him for selection for a high school vocational program. (Author)

(574) 71-235 Bailey, Robert Edward. DIFFERENCES IN THE PERSONAL-SOCIAL PROBLEMS OF NEGRO AND CAUCASIAN SECONDARY SCHOOL STUDENTS. University of Florida, 1970, 31(7), 3326-A.

On the basis of the analysis of the data comparing social classes, it was found that the data support two conclusions: (1) social classes will evidence an inverse relationship to the number of personal-social problems; and (2) different social classes will show different concerns in the reported personal-social problems. Sex-race comparisons, based on the data presented in this study, showed that both Negro and Caucasian females had a significantly larger number of problems reported than did males, for their respective race. Caucasian males and females reported more problems than did their Negro counterparts. In junior high school, Caucasian males reported more concerns than did Negro females. However, in senior high school, Negro females reported more problems than did Caucasian males. (Author)

(575) 70-21,341 Baird, John Lawrence. AN EXPLORATION OF ALIENATION OF SECONDARY SCHOOL STUDENTS PARTICIPATING IN PLANNED DESEGREGATION. Oklahoma State University, 1969, 31(8), 3765-A.

In a time-series field experiment it was found that students attending core schools had alienation levels which were significantly higher than students attending peripheral schools both before and after desegregation. Conversely, core residence transfer students did not have different alienation scores than peripheral residence transfer students; core residence transfer students did not have alienation scores higher or in fact different from peripheral residence transfer students. (Author)

(576) 70-24,417 Baldwin, Evannell K. DIFFERENTIAL ATTITUDES AND PRACTICES RELATIVE TO MINORITY GROUPS AS EVIDENCED BY COLLEGE AND COMMUNITY EXPERIENCE. United States International University, 1970, 31(6), 2802-A.

This study concluded that there were no significant differences in employment rates between ethnic groups. The San Diego Community College graduates in the vast majority of cases were employed in jobs related to their collegiate programs. Furthermore, minority students show the same job persistence as nominority students. There were no statistically significant differences in the number of job changes during the first year. The beginning weekly salaries for each ethnic group were not significantly different. Finally, minority graduates had the same perceptions and attitudes toward their college experiences as norminority graduates. (Author)

(577) 71-6050 Banks, George Phillip. THE EFFECTS OF LAY-COUNSELOR TRAINING ON THE INTERPERSONAL FUNCTIONING OF BLACK AND WHITE ADULTS WITH BLACK AND WHITE ADULTS AND CHILDREN. State University of New York at Buffalo, 1970, 31(9), 4448-A.

The main goals were to improve communication between black and white adults and between black and white adults and children. Ten black mothers from the inner city and 14 white teachers from a suburban area participated in a 20 hour lay-counselor training program conducted by a white and a black trainer. At the completion of training the trainees again had an interview with a black adult, a white adult, a black child, and a white child. These were the results: (1) adults improved significantly in their level of communication both with adults within their race and with adults different from their race; (2) adults improved significantly in their level of communication with children of their race and with children different from their race; (3) in general the race of the trainee had no effect on the outcome of training; and (4) in general the race of the trainer had no effect on the outcome of training. (Author)

(578) 70-25,464 Barber, Lucie Welles. THE RELATION OF DOGMATISM TO DECISION-MAKING BEHAVIOR IN TWELFTH-GRADE HIGH SCHOOL STUDENTS. State University of New York at Albany, 1970, 31(6), 2729-A.

Four decision-making behaviors were investigated: synthesis of decision information, time orientation, independence, and throughtful planning. An adapted DMI was used for measuring the first two behaviors, while self-rating scales supplemented by peer nominations were employed for measuring the last two behaviors; however, because of the possible flaws in the adapted DMI and because the self-ratings and peer nominations were only exploratory, no conclusions were made either about the benefits of the decision-making training unit or about the relationship of dogmatism to decision-making. (Author)

(579) 71-4782 Barone, Carl P. A COMPARISON OF THE EFFECTIVENESS OF TWO METHODS OF TRAINING COUNSELOR CANDIDATES IN BEGINNING PRACTICUM TO REDUCE SOCIAL ANXIETY IN UNIVERSITY STUDENT CLIENTS. Ohio University, 1970, 31(8), 3864-A.

The findings of this study suggest that the effectiveness of the supervised practicum experience can be meaningfully assessed. On the basis of this study only, the micro-counseling paradigm for training of counselor candidates is more effective than the traditional method of training in the reduction of social anxiety in university student clients. (Author)

(580) 70-25,465 Barrows, Robert Sterling. THE RELATIONSHIP OF AUDIO TAPE PLAYBACK TO CLIENT PERCEPTION OF COUNSELING AND CLIENT BEHAVIOR CHANGE IN A SECONDARY SCHOOL SETTING. State University of New York at Albany, 1970, 31(6), 2676-A.

The research questions that were examined were: (1) is there a significant relationship between a client's perception of the counseling relationship and his behavior change in the classroom?, and (2) does counseling produce significantly more behavior change than no counseling? The sample was comprised of 24 students considered to be discipline problems. (Author)

(581) 70-27,099 Bartel, Bernhard Wayne. THE EFFECTIVENESS OF STUDENT FEEDBACK IN CHANGING TEACHER CLASSROOM IMAGE. University of Minnesota, 1970, 21(7), 3327-A.

It was the purpose of the study to provide feedback, feedback with counseling and no feedback to teachers randomly assigned to three treatment groups to determine whether or not there was a significant change in teacher image as it relates to treatments, years of experience and interaction between the two. (Author)

(582) 71-7972 Bass, Thomas Alexander. ANALYSIS OF FUNCTIONAL AND NON-FUNCTIONAL ROLE BEHAVIORS OF CULTURALLY DIFFERENT CHILDREN PARTICIPATING IN A GROUP GUIDANCE PROGRAM. University of Houston, 1970, 31(10), 5115-A.

The results of the analysis indicate that the observed frequency of functional role behavior of the sample in this investigation was 1688 (pre data) and 2135 (post data). The observed frequency of non-functional role behavior was 69 (pre data) and 91 (post data). Significant differences at the .05 level of confidence were found in the pre-post frequencies of observed functional role behavior but not in the observed frequency of non-functional role behavior. (Author)

(583) 71-7874 Bates, Dennis Logan. URBAN CHALLENGE AND UNIVERSITY RESPONSE: AN INVESTIGATION OF FIVE STUDENT PERSONNEL FUNCTIONS AT TWO OHIO PUBLIC UNIVERSITIES. The University of Toledo, 1970, 31(9), 4481-A.

The functions studied at the Universities of Akron

and Toledo were: (1) admissions, (2) financial aid, (3) counseling, (4) activities, and (5) placement. The investigation showed that the student personnel functions studied at both universities were primarily organized for on-campus, residential students. Functions took their form from the professional student personnel literature and very little thought had been given as to how the functions could more effectively serve an urban, commuter university. Also, little effort had been made to define community service or to construct ways to reach out into the community. Department heads had a clear idea of the organization and operation of their department. Their understanding of the mission of the university and their perception of its image among various groups such as faculty, undergraduates, or alumni were less clear. In general, student responses confirmed that these student personnel functions were not known beyond the university. (Author)

(584) 71-11,782 Beatty, David James Frederick. AN APPROACH TO CONFLICT RESOLUTION USING THE DIAGLOGUE AS AN INTERVENTION MECHANISM. Michigan State University, 1970, 1970, 31(11), 6155-A.

The purpose of the dissertation is to develop a framework for conflict resolution which will be useful for assisting third party interventions. The goal of the intervention is to change that process to prevent the reoccurrence of undersirable outcomes. In both directed and undirected communication situation, there was significant attitude change ($p<.001$) toward the other person. Both groups increased significantly ($p<.01$) on perceived similarity, but there was not an overall gain in accuracy ($p<.05$ in directed pairs). Neither condition achieved significance of attitude change on one's own issue position. There was not a significant difference between conditions on any of the dimensions. (Author)

(585) 70-24,143 Beaubien, Sister Clare Olivia. ADOLESCENT-PARENT COMMUNICATION STYLES. The Pennsylvania State University, 1970, 31(6), 3067-A.

The study was concerned with developing a method for measuring various aspects of the communication process of adolescents with their parents. The measures were used to identify adolescent-parent communication styles; and to discover relationships between such independent variables as child sex, parent sex, and occupational level, and such dependent variables as communication styles and satisfaction of adolescents and their parents. Results demonstrated that high adolescent communication action--high parent reaction was significantly related with high adolescent satisfaction. Low adolescent communication action--low parent reaction was significantly related to low adolescent satisfaction. Occupational class accounted for significant differences in styles used in daughter-father communication. The most significant variable would appear to be parent sex. (Author)

(586) 71-7986 Becker, Margaret Louise Paterson. RELATIONSHIP OF CHANGE IN PERSONALITY VARIABLES IN A GRADUATE COUNSELOR EDUCATION PROGRAM. University of Pittsburgh, 1970 31(9), 4448-A.

The four indices of personality selected for the study include: (1) Ego-strength; (2) Flexibility-Rigidity; (3) Openness-Closedness; and (4) Congruence of Concept Meaning. The first section of the study concerns the relationship among the predictor variables and the criterion measure. The findings suggest the Counselor Education Program may encourage and explicitly reward affective as well as cognitive learning. The second section of the study examines significant personality change occurring during training in a Graduate Counselor Education Program. The evidence presented suggests change may occur as a function of training in a powerful environment. The third section of the study examines several relationships among temporal aspects of personality change and success in the Counselor Education Training Program. Although the findings concerning the temporal dimensions of the study are not significant, the observed trends suggest further study. The findings tend to lend support to the theoretical view that change occurs because of the interaction between intelligence, personality, and the environment. (Author)

(587) 71-6963 Bellante, Hazelene Womble. EMPHATHIC ABILITY AMONG LOWER- AND MIDDLE-CLASS ADOLESCENTS IN RELATION TO SEVERAL SOCIAL-PSYCHOLOGICAL VARIABLES. The Florida University, 1970, 31(9), 4884-A.

The hypotheses examined were that empathy is not related to the variables of sex, social-class, and educational performance (grade-point average); that empathy is positively related to self-concept, scholastic aptitude (I.Q.), and age; and that empathy is inversely related to birth order and size of family. Among the conclusions were: (1) there was little support for a significant relationship between empathy and educational performance although social-class and sex, when considered together, appeared to play a role in bringing about a significant positive relationship for lower-class girls and a significant negative relationship for middle-class boys; (2) no significant relationship was found between empathy and the variables of age, social-class, and scholastic aptitude; and (3) no significant relationship was found between empathy and birth order and between empathy and size of the family. (Author)

(588) 71-4154 Bengtson, Wayne Roger. A COMPARISON OF STUDENT SELF-CONCEPTS AND STUDENT-COUNSELOR SETTINGS. University of Northern Colorado, 1970, 31(8), 3866-A.

The findings portrayed that students in group counseling and a combination of group and individual counseling had significantly more positive self-concepts as compared to students who met with a counselor individually or who had not met with a counselor. In general, there was a significant relationship between student-counselor settings and students self-reported self-concepts. (Author)

(589) 71-12,852 Bergland, Bruce William. BEHAVIORAL AND PHYSIOLOGICAL OUTCOMES OF COUNTER-CONDITIONING IN INCREASING CLASS-ROOM PARTICIPATION: AN EXPLORATORY STUDY. Stanford University, 1970, 31(11), 5754-A.

The purpose of the study was to investigate, explore and gather data relevant to the problem of nonassertiveness in discussion classes. The Ss in general indicated high anxiety in discussion class settings and low frequency of participation. The Ss rated their own frequency of participation at the beginning and end of the study as did their instructors. In addition observers recorded the frequency of the Ss participation in selected classes before, during and after the treatment period. The results showed no one treatment to be clearly superior to the other treatments or control groups. However, it was found that regardless of treatment the Ss who did show improvement had stated treatment goals in terms of number of statements to be made in class and had constructed temporally-ordered desensitization hierarchies. The correlations between heart rate and muscle tension varied considerably across individuals. These differences in correlations across individuals were taken as evidence of intra-individual response patterning. (Author)

(590) 71-1137 Bergman, Wayne Gordon. A STUDY OF VIDEO-TAPED SIMULATION AS A TEACHER TRAINING TECHNIQUE TO PROMOTE ATTITUDINAL CHANGE IN ADULT BASIC EDUCATION. University of South Dakota, 1970, 31(7), 3252-A.

Conclusions were: (1) the use of a teacher training technique which combines video-taped simulation and discussion is effective in the creation of awareness within the teacher trainee of the relationship between characteristics of undereducated adults and the behavior of the teacher in the classroom in producing a satisfactory teaching atmosphere, and (2) the trainees' awareness of the above relationship does produce a change in the existing attitudinal patterns of the trainees toward the undereducated adult student. (Author)

(591) 71-6654 Billups, Frederick Happel. COMPARATIVE EFFECTS OF ORIENTATION BY GROUP COUNSELING AND GROUP GUIDANCE ON THE ADJUSTMENT, ATTITUDES, AND ACHIEVEMENT OF FOUNDATION STUDENTS IN A COMMUNITY COLLEGE. University of Virginia, 1970, 31(9), 4449-A.

Comparative study results indicate that: (1) orientation by group counseling seems to be more more effective than orientation by group guidance for developmental students at a public community college, in terms of effects on their adjustment, attitudes and achievement as measured by the criterion measures used in this study; (2) no combination of Orientation group procedure with curriculum plan had a greater effect than the other; and (3) the group counseling Orientation procedure seems to have fostered a better student-counselor relationship than did the group guidance Orientation procedure since significantly more students in the group counseling treatment sought individual counseling. (Author)

(592) 70-24,144 Bingham, Ronald Dale. A COMPUTERIZED MODEL TO INDIVIDUALIZE ADMISSIONS AT A LARGE UNIVERSITY. The Pennsylvania State University, 1970, 31(6), 2676-A.

The study was to determine the homogeneity of the regression equations for selected groups of students and to examine selected predictors to determine whether academic prediction can be improved for all students, particularly for groups of atypical students, by accounting for uniqueness associated with group membership. Among the conclusions were that (1) each group represents students with unique admissions characteristics, and these students can be identified, categorized, and admitted on the basis of standards which are appropriate for their respective group; and (2) the general linear model is an efficient, effective and relatively inexpensive method of developing prediction equations reflecting group differences at a large selective university, resulting in a higher degree of individualization in the admissions selection system. (Author)

(593) 71-11,339 Birch, Wade Gordon. ADMISTRATORS' ATTITUDES TOWARD COUNSELING SERVICES FOR SMALL LIBERAL ARTS COLLEGES. Indiana University, 1970, 31(11), 5755-A.

On the basis of the major findings, it was concluded that (1) to a degree, organized counseling programs have proven themselves valuable in those small colleges that have them; (2) effective formal counseling services are desired by administrators in small colleges; (3) major counseling services need immediate and substantial improvement; (4) greater numbers of better trained counselors are needed in small institutions; and (5) until financial support is increased, formal counseling programs are expected to be developed at a relatively slow rate. (Author)

(594) 71-8286 Birk, Janice Marie. EFFECTS OF COUNSELING SUPERVISION METHOD AND PREFERENCE ON EMPATHIC UNDERSTANDING. University of Missouri -- Columbia, 1970, 31(10), 5116-A.

The results of this study indicate that learning during supervision is not contingent upon receiving the type of supervision preferred by the supervisee. The method of supervision does, however, strongly contribute to the effectiveness of learning empathic understanding during supervision. The findings of this study lend support to the didactic mode of supervision as an effective means for learning empathic understanding. (Author)

(595) 71-8289 Bloss, Donald Ralph. THE EFFECTS OF TWO METHODS OF PRESENTING CAREER INFORMATION TO HIGH SCHOOL STUDENTS. University of Missouri - Columbia, 1970, 31(10), 5116-A.

The purported benefits of the Life Career Game, that it would give students a feeling for what the future will be like, an increase in accuracy of knowledge of opportunities and alternatives available and help them see how a life cycle is patterned, were not supported by this study. The group guidance class did help students see the effect of opportunities and resource for future development on career goal. Tenth grade girls, irrespective of treatment, are more specific than boys about plans for achieving a career goal and they are more aware of opportunities and resources for future development than boys. (Author)

(596) 70-20,737 Blouch, Richard George. OPENING AND CLOSING INTERPERSONAL EXPERIENCES DURING THE ELEMENTARY SCHOOL YEARS. The University of Florida, 1969, 31(5), 2095-A.

Although no significant relationship was found between the nature of past experiences and the nature of the recent experiences reported by the subjects, a trend was found which indicated that subjects who reported closing past experiences also reported closing recent experiences. A negative relationship was found between opening and self-exploration. White subjects reported significantly more opening experiences than black subjects, while blacks reported less neutral and more closing experiences. Relationships with same-sex peers were found to be opening experiences, while experiences with opposite-sex peers were found to be closing. Finally, the type of activity in the experience was also found to be significantly related to the opening or closing nature of the relationship. (Author)

(597) 71-8127 Boerger, Paul Hugo. THE RELATIONSHIP OF BOYS' INTELLECTUAL ACHIEVEMENT BEHAVIOR TO PARENTAL INVOLVEMENT, ASPIRATIONS, AND ACCURACY OF IQ ESTIMATE. University of Minnesota, 1970, 31(10), 5191-A.

The study's results were interpreted as suggesting that while the parents of high-achieving boys hold high aspirations for them, these parents tend to be only indirectly involved in their son's academic activities, providing opportunities, rationale, and materials for achievement without actually monitoring or directing specific tasks. Parents of low-achieving boys appear to involve themselves more directly in the completion of school tasks, hint at the use of power and coercion, or show extreme concern and solicitude. (Author)

(598) 70-4108 Bogie, Donald Wayne. SOCIOCULTURAL DIFFERENCES AMONG THREE AREAS IN KENTUCKY AS DETERMINANTS OF EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF RURAL YOUTH. University of Kentucky, 1970, 31(8), 4297-A.

It was concluded from the study that although area of residence may have special significance for some populations, the area context does not appear to affect significantly the occupational and educational expectations of this group of high school seniors. Rather, the factors that best appear to explain the variations among the areas are socioeconomic status of the parental family and measured intelligence. (Author)

(599) 71-4570 Boothroyd, Gregory William. AN EXPLORATORY INVESTIGATION INTO SOME CHARACTERISTICS ASSOCIATED WITH HIGH AND LOW RANKED RESIDENT ADVSIORS. The University of Michigan, 1970, 31(8), 3866-A.

Findings from the analyses were (1) high ranked resident advisors, as rated by head advisors, resident advisor peers, and corridor residents, are significantly more social-emotional oriented and task oriented than low ranked resident advisors; (2) there were no significant differences on primary personality factors between high and low ranked resident advisors; and (3) there were no differences on biographic, demographic, and attitudinal variables between high and low ranked resident advisors. (Author)

(600) 71-6967 Borden, John Clarence. THE EFFICACY OF SHORT TERM TRAINING UPON THE COMMUNICATION OF EMPATHIC UNDERSTANDING BY NONPROFESSIONALS. Florida State University, 1970, 31(9), 4450-A.

The study utilized an experimental design in which 30 predominantly residence hall junior counselors, volunteers at Florida State University, were randomly assigned to one of three groups: (1) the empathy training group, which received seven hours of structured empathy training; (2) the group counseling group, which participated in seven hours of group counseling; or (3) the control group which had only a pre- and post-testing experience. The findings indicated that: (1) short term group empathy training is effective in increasing the level of empathic understanding of nonprofessionals; (2) seven hours of participation in group counseling does not significantly increase a nonprofessional's level of empathic understanding; (3) level of empathic understanding does not significantly change during a nine-hour period of time without empathy training; and (4) seven hours of short term group empathy training is not sufficient to increase the level of empathic understanding of nonprofessionals to the minimally facilitative level. (Author)

(601) 70-21,956 Borek, Mary Burns. CHANGES IN GUIDANCE PROGRAMS IN ARIZONA SECONDARY SCHOOLS 1960 TO 1969. Arizona State University, 1970, 31(6), 2677-A.

In the Main Study the following conclusions were made: (a) during the last three years of the decade there were increases in the proportions of commendations regarding professional responsibilities of counselors and psychological conditions of work and a decrease regarding physical conditions of work; (b) evaluators were writing approximately the same proportions of commendation items, as compared to recommendation items, during both three year periods; (c) differences existed between the reports of large and small schools in 1960, 1962, 1963, 1964, 1965, and 1969. In the Special Study the reports revealed an increase in the number of commendations regarding professional responsibilities and a decrease regarding professional qualifications of counselors. The study showed also that 9.56 percent of the recommendations made in the first reports appeared as commendations in the second reports of the schools that were evaluated two times during the decade. (Author)

(602) 70-25,195 Borman, Christopher Alfred. THE EFFECT OF REINFORCEMENT IN INDIVIDUAL COUNSELING SETTINGS ON THE EDUCATIONAL AND VOCATIONAL INFORMATION-SEEKING BEHAVIOR OF ADOLESCENTS. Indiana University, 1970, 31(6), 2677-A.

Ninth grade subjects received three types of treatment: individual counseling-reinforcement, educational and vocational guidance and inactive control. The findings showed that the three treatments did not produce significant differences in the frequency of different types of information seeking behavior; however, it was concluded that one or more of the treatments might produce a significant difference in information seeking behavior when paired with a certain level of motivation. (Author/CG)

(603) 71-7610 Bouchillon, Bill G. A COMPARISON OF FOUR TECHNIQUES IN THE MODIFICATION OF EXPRESSED SELF-CONCEPT FOR LOW ACHIEVING COLLEGE STUDENTS. The University of Tennessee, 1970, 31(9), 4538-A.

The four treatments were client-centered counseling, group-centered counseling, individual verbal and social reinforcement, and group verbal and social reinforcement. The results suggested that non-directive counseling was more effective in strengthening the self-concept of the subjects, and that group-centered counseling tended to be most effective in changing the expressed self-concept of the subjects. Experimental evidence pointed to little difference between group counseling and individual counseling. Both group counseling situations showed greater gains after treatment than individual counseling according to a comparison of pre-post test means. (Author)

(604) 71-6971 Bowersock, Robert Bates. EFFECTS OF VERBAL, VICARIOUS, AND MONETARY REINFORCEMENT ON THE VERBALLY STATED INTERESTS OF THREE REHABILITATION CLIENTS. Florida State University, 1970, 31(9), 4450-A.

Three clients from the Division of Vocational Rehabilitation's School Program were selected for the study because it was hoped results would have some applicability to a rehabilitation type setting working with the intellectually disadvantaged. Subjects were given a pretest during which a baseline rate of responding was obtained. This was followed by four conditioning sessions of direct verbal reinforcement and four extinction sessions. The second treatment phase consisted of four vicarious reinforcement sessions followed by four extinction sessions. The last treatment phase consisted of four sessions of monetary reinforcement followed by four extinction sessions. A posttest was administered to obtain a final analysis of behavior. Subject 1 failed to condition with any of the three types of reinforcement employed. Subject 2 showed good conditioning effects when exposed to vicarious reinforcement and substantial gains when administered monetary reinforcement. Subject 3 showed substantial conditioning effects with direct verbal and monetary reinforcement. Those subjects who showed substantial conditioning effects also showed they had awareness of the response-reinforcement contingencies. (Author)

(605) 70-25,457 Boyd, Earl Victor. REACTIONS ON FIRST YEAR COLLEGE STUDENTS TO THEIR HIGH SCHOOL GUIDANCE PROGRAMS. State University of New York at Albany, 1970, 31(6), 2678-A.

The relationship between size or type of district, pupil-counselor ratio, average per pupil expenditure for educational services, socioeconomic level of the student, and location of the school district, with respect to proximity to counselor education centers, and the quality of guidance services provided as perceived and reported by the students was studied. Size of district appeared to be the single most important variable in contributing to student satisfaction with guidance services provided. There tended to be an inverse relationship between student satisfaction with guidance services provided and pupil-counselor ratios maintained by the districts. Students who were graduated from districts with high total expenditures per pupil for educational services tended to be less satisfied with guidance services received than were those who were graduated from districts with lower average per pupil expenditures. There seemed to be little relationship between the socioeconomic level of the students surveyed and their expressed satisfaction with the guidance services received. (Author)

(606) 70-20,370 Boyd, Thomas Tracy. A STUDY OF THE DEGREE OF CONGRUENCE OF SUPERVISORS' COMBINED RATINGS OF COUNSELING PRACTICUM STUDENTS ON A PRACTICUM EVALUATION SCALE WITH THE COUNSELING PRACTICUM STUDENTS' SELF RATINGS, INDIVIDUAL AND COMBINED, ON FOUR DIMENSIONS OF THE BARRETT LENNARD RELATIONSHIP INVENTORY. St. Louis University, 1969, 31(5), 2096-A.

The only finding in the study which was significant at the .05 level of confidence was that pre-practicum students' ratings of themselves were positively related to post-practicum ratings of students of themselves. There was a trend towards congruence of supervisors' ratings on the PES and students' ratings of themselves on the PES. Also there was a trend towards congruence of student self-ratings on the PES, pre- and post-practicum. The students' self-ratings, however, failed to correlate with supervisors' ratings or with students' ratings of each other. (Author)

(607) 70-22,850 Boyer, Clayton Leon II. REHABILITATION COUNSELOR VOCATIONAL DICISIONS AND DIAGNOSTIC REPORT RECOMMENDATIONS. University of Arizona, 1970, 31(5), 2096-A.

The purpose of this study was to determine whether those rehabilitation counselors who followed the diagnostic report vocational recommendations were better able to close their clients in employment than counselors who did not follow the recommendations. Several conclusions were drawn from the data. Psychological and prevocational evaluations were considered important sources of information to the counselor and when he followed the vocational recommendations he significantly more often closed his client as rehabilitated. The results of the study also indicated that regardless of case outcome, rehabilitation counselors tended to act in accordance with the vocational recommendation. Finally in those cases closed but not rehabilitated, there was no definite behavior pattern as to whether the counselor followed or did not follow the diagnostic report vocational recommendations. (Author)

(608) 71-3313 Braden, James Neil. A STUDY OF THE RELATIONSHIP BETWEEN TEACHER, PRINCIPAL AND STUDENT ATTITUDES AND ORGANIZATIONAL CLIMATE. University of Missouri -Columbia, 1970, 31(8), 3801-A.

The following conclusions were supported: (1) the attitudes teachers hold toward students differ between teachers in differing organizational climate groups; (2) the attitudes principals hold toward students differ between principals in differing organizational climate groups; (3) the attitudes students hold toward teachers and school do not differ between students in differing organizational climates; and (4) teachers and principals who perceive their own school's organizational climate in a similar manner appear to hold similar attitudes toward the students of that school. (Author)

(609) 70-20,629 Brady, Kathleen Faye. COLLEGE APPLICATION PROCEDURES AS THEY INFLUENCE EFFICIENT USE OF HIGH SCHOOL COUNSELOR TIME. The University of Florida, 1967, 31(5), 1992-A.

Questionnaires were sent to secondary school counselors in Florida and college registrars throughout the United States to gather information on the problems related to preparing and processing college application forms. Study results established the need for more efficient procedures for processing applications for college admissions. Counselors and college admissions people are striving for more accurate and meaningful information for making decisions on the admission of students to college at lower costs in time and money. Counselors want to use the time saved in more academic and personal counseling with groups and individuals. They see themselves as more effective professionals when they are involved in the helping relationship. (Author)

(610) 70-27,043 Breuer, Charles Edward, Jr. THE EFFECT OF PREJUDICE UPON TEST PERFORMANCE. University of South Carolina, 1970, 31(7), 3259-A.

The basic data leads to the conclusion that--for the population involved--racial differences between the examiner and the examinee have no adverse effect upon group testing programs. (Author)

(611) 71-5384 Brewer, Ralph. A STUDY OF THE ATTITUDES OF PUBLIC SECONDARY SCHOOL COUNSELORS AND PRINCIPALS IN MISSISSIPPI TOWARD BASIC GUIDANCE SERVICES. University of Southern Mississippi, 1970, 31(8), 3867-A.

The findings of this study resulted in the following recomendations: (1) in-service education programs should be planned for counselors which focus on the ethical and professional characteristics of counseling; (2) staffing with administrators and other staff personnel seems of primary importance; (3) a course of fundamentals of guidance might be considered for administrators and teachers; (4) techniques of instruction and the content of the educational and occupational information course might be modified in an effort to make this course more useful to counselors; and (5) adequate provisions for placement and follow-up services, as defined in this study, should be strongly emphasized by counselor educators and guidance supervisors. (Author)

(612) 71-1648 Brindley, Fern Belle. SOCIAL FACTORS INFLUENCING EDUCATIONAL ASPIRATION OF BLACK AND WHITE GIRLS. Case Western Reserve University, 1970, 31(7), 3259-A.

The findings of this study generally support the idea that the educational goals of adolescent girls vary with their perception of the plans of other girls with whom they compare themselves and with the expectations that they perceive from significant others in their environment. A narrow range of expectations tends to perpetuate the cycle of cultural encapsulation of girls and women. This research points to a need for updating the education of parents, teachers, counselors, and other adults to increase their awareness of the broadening array of vocational choices now open for women as well as their responsibility for preparing girls for these opportunities. (Author)

(613) 70-24,350 Brinkman, Fred John. ANALYSIS OF THE CHARACTERISTICS OF SELECTED VOCATIONAL STUDENTS WITH IMPLICATIONS FOR GUIDANCE AND COUNSELING. University of California, Los Angeles, 1970, 31(6), 2803-A.

Pertinent findings of the study included the fact that nearly two thirds of the evening students had enrolled in evening educational programs because they anticipated a direct benefit either to present or future employment. Approximately three fourths of the evening students were pursuing an educational program related to career development. Major implications for guidance and counseling include the need to assist in a more effective assessment of ways in which the community college may best serve the community. There appears to be a need for reassessment of the role of guidance and counseling, the placement of students in positions of employment, in terms of vocational guidance and counseling, and the follow-up of students placed in jobs. There must be recognition of the changing role of women in the world of work. (Author)

(614) 70-22,464 Brinton, Charles R. THE EFFECTIVENESS OF PARENT COUNSELING UPON THE ACADEMIC ACHIEVEMENT OF UNDERACHIEVING JUNIOR HIGH SCHOOL BOYS. (Pages 86-88, "Gilmore Sentence Completion Test" not microfilmed at the request of Boston University.) Boston University School of Education, 1970, 31(5), 2097-A.

The major findings of the research included: (1) grade point average scores for the experimental group were significantly higher than scores for the comparison group, (2) attitude toward parents scores for the experimental group were significantly higher than scores for the comparison group, (3) achievement motivation scores for the experimental group were not

significantly different from scores of the comparison group, and (4) grade point average scores measured at the end of the follow up year continued to show statistically significant differences in favor of the experimental group. (Author)

(615) 71-3621 Briscoe, Raymond Gene. EDUCATIONAL IMPLICATIONS OF DIFFERENCES OF PERCEPTION BY DRUG-USING AND NON-DRUG-USING STUDENTS IN DAVIS SCHOOL DISTRICT. University of Utah, 1970, 31(8), 3767-A.

Indications are that home and parental relationships are the most influential, hence most critical, factor in the life of the student. This relationship therefore seems to be the single most contributory factor in the relationship with distant concerns but with those experiences which have a daily impact upon the student. Religious conflict as a discriminating factor indicated the least differences of all. (Author)

(616) 71-597 Broadbent, Behice Canan. INTERNAL-EXTERNAL CONTROL AND TWO MODES OF COUNSELING. University of California, Los Angeles, 1970, 31(7), 3260-A.

Results indicated: (1) there was no difference between modes in counselees' reactions to counselors in terms of congruence, empathy, warmth, and genuineness; and (2) in general, there was a significant interaction between counselor and counselee personality in terms of internality versus externality. (Author)

(617) 71-9060 Brooke, Marinex Layfield. AN INVESTIGATION OF DIFFERENCES IN ATTITUDES AND VALUES BETWEEN FRESHMEN AND SOPHMORE WOMEN AT THE UNIVERSITY OF ALABAMA. University of Alabama, 1970, 31(10), 5117-A.

The purpose of the study was to determine: (1) if there was differences in attitudes and values, and perceptions of the campus environment, between freshmen and sophomore women of the University of Alabama; and (2) if any differences found were related to cultural sub-groupings of Black Independent, White Independent, or White Sorority women. The major conclusion was that all statistically significant differences, other than the one between Black Independent freshmen and sophomores, were found between cultural sub-groupings. (Author)

(618) 71-1298 Brooks, Martin Thomas. HIGH SCHOOL SENIORS' FUTURE TIME PERSPECTIVE AND SELECTED FACTORS ASSOCIATED WITH OCCUPATIONAL CHOICE: AN EXPLORATORY STUDY. University of Oregon, 1970, 31(7), 3330-A.

The following conclusions were reached: (1) the Density and Extensity dimensions of social time perspective were found to be positively and significantly related with measured intelligence; (2) the Extensity dimension of social time perspective was found to be positively and significantly related with social class position; (3) those high school students demonstrating complete temporal sequence in their anticipations about the future scored significantly higher on the Vocational Attitude Scale than those demonstrating a lack of temporal sequence; (4) the perceived timing of Maturity was found to be negatively and significantly correlated with Vocational Attitude Scale scores on Readiness Self-ratings; and (5) middle age was positively correlated. (Author)

(619) 71-6625 Brown, Marilyn Kay Boatright. STUDENT SERVICES FOR ADULT, PART-TIME OCCUPATIONAL-TECHNICAL STUDENTS IN SELECTED VIRGINIA COMMUNITY COLLEGES. University of Viringia, 1970, 31(9), 4452-A.

Analysis of the data was based on questionnaires returned from 434 respondents at four selected colleges. The criterion for identifying a service as essential or an activity as one to be carried out by instructors was eighty per cent or more affirmative responses. Results suggest that: (1) respondents were busy, practical individuals interested in conservation of time and effort; (2) occupationally inexperienced students required more extensive student services than experienced respondents; (3) respondents felt that the student services role of instructors should be limited to instructional and related career development activities; and (4) the lack of required courses in the evening was the most serious problem encountered by these students in their educational program. (Author)

(620) 71-4575 Bucklin, Robert William. THE MARGINAL COLLEGE FRESHMEN: A SURVEY AND PROPOSED STUDENT PERSONNEL SERVICES MODEL. The University of Michigan, 1970, 31(8), 3867-A.

A model of a multi-dimensional developmental program for the College Student Personnel Service was derived, which included a wide variety of services. The special programs offered in each area depend on the needs of the specific population of Marginal College Freshmen. The similarity between the environment of the University and that of the student influences the student's success in college. Therefore, the program proposed is oriented to a total community approach which includes students, faculty, and administration. (Author)

(621) 71-547 Buckner, Joyce Pannell. A COMPARISON OF AN INTEGRATED DIDACTIC AND EXPERIMENTAL APPROACH WITH THE TRADITIONAL APPROACH IN THE PREPARATION OF COUNSELORS. North Texas State University, 1970, 31(7), 3260-A.

Analysis of the data revealed that neither approach was significantly superior to the other in effecting change in the interpersonal skills. In fact, no change was reported for either of the groups on accurate empathy and nonpossessive warmth. The trainees did show some gain in genuineness. A possible explanation for the lack of more positive findings is that the subjects received relatively high pre-test ratings on the interpersonal scales. (Author)

(622) 71-5060 Burden, Carol Noll. CHILDREN'S INVENTORIED PREFERENCES FOR OCCUPATIONAL INFORMATION. University of Illinois at Urbana-Champaign, 1970, 31(9), 4452-A.

Questions asked were: "Are students at the fourth and sixth grade levels as interested in occupational information as in other types of information which they seek?," "What are the inventoried preferences of children for various informational areas related to occupations?" Instruments administered were the Pupil Readiness Inventory to determine how an item related to occupational information would be ranked in comparison to eight other items based on Havighurst's (1953) developmental tasks for Middle Childhood, and the Occupational Information Inventory. The sample was 294 students. For all sub-groups, the item, "What I'd like to do or be when I group up," appeared in the top half of the rankings, and for all but one grouping, it was in the top third. The top three ranked items were: "What I'd like to do or be when I grow up," "My body and how to care for it," and "How to do well in reading, writing, and arithmetic." (Author)

(623) 71-2041 Butler, Oscar Perry. A COMPARATIVE STUDY OF THE SELF-CONCEPT OF BLACK AND WHITE FRESHMAN STUDENTS FROM THE MIDWEST AND SOUTH. Michigan State University, 1970, 31(7), 3331-A.

The purpose of this study was to determine the impact of college after one term on the self-concept of Black and White freshman students from the Midwest and South. All students were administered the Tennessee Self Concept Scale. An analysis for three-way interaction effects revealed a significant change in Total Positive mean change score, which is the primary measure of the Tennessee Self Concept Scale to determine self-concept. (Author)

(624) 71-5874 Buys, Christian James. EFFECTS OF TEACHER REINFORCEMENT ON CLASSROOM BEHAVIORS AND ATTITUDES. University of Colorado, 1970, 31(9), 4884-A.

It was predicted that teacher praise for prosocial behavior would markedly reduce deviant behavior, that teacher praise would be a strong reinforcer of problem children's appropriate behavior, and that these children would show an increased liking for the teacher and events associated with their changed behavior on the attitude questionnaires. The obtained results were largely consistent with the predictions. It was concluded that teacher praise had a powerful influence on classroom behavior and that the problem children's deviant behavior was partially a function of misplaced teacher attention, and that by redirecting this attention contingent on appropriate classroom behavior, substantial behavior change could be produced. (Author)

(625) 71-2043 Cain, Mary Alexander. A STUDY OF RELATIONSHIPS BETWEEN SELECTED FACTORS AND THE SCHOOL ACHIEVEMENT OF MEXICAN-AMERICAN MIGRANT CHILDREN. Michigan State University, 1970, 31(8), 3947-A.

Despite the notion that typically middle-class modes of problem-solving tend to produce school success, the solutions produced by the subjects of this study bore no relationships to their achievement. The findings of the study suggested desirable adult education practices, and the need for further research in the area of problem-solving. (Author)

(626) 71-2465 Calderwood, Deryck David. ADOLESCENT APPRAISALS AND OPINIONS CONCERNING THEIR SEX EDUCATION IN SELECTED INSTITUTIONS. Oregon State University, 1970, 31(8), 4295-A.

The findings indicated that the topics on which youth want more information are those on which they have had the least opportunity for discussion with adults in the past. The onset of puberty was found to be significantly related to the acceptability of the sources of information. Males and females indicated distinctly different sources on information and both sexes reported that they desired information at ages earlier than they had received it. (Author)

(627) 70-22,008 Campbell, Harold Gordon. ATTITUDES OF COLLEGE COUNSELORS AND ADMINISTRATORS CONCERNING CONFIDENTIAL INFORMATION. University of Arizona, 1970, 31(5), 2098-A.

The findings of the study based on the attitude measured by the survey instrument, indicated that statistically significant differences in attitude existed between the sample of general counselors in college and two samples of college administrators. The counselors received higher "confidentiality scores" indicating an attitude of retaining more of the information supplied in the hypothetical incidents than was the case with the administrators. The two samples of administrators also evidenced statistically significant differences in attitude concerning the release of confidential information. The student personnel administrators received higher "confidentiality scores" indicating an attitude of retaining more of the information supplied in the hypothetical incidents than did the registrars. Based on the findings of this study it was recommended that studies be undertaken to determine the educational significance of the statistically significant differences found between the samples in this study. (Author)

(628) 71-5413 Campbell, Hartley Bernard. AN EXAMINATION AND ASSESSMENT OF THE SUTOE PROGRAM IN OREGON. Oregon State University, 1971, 31(9), 4454-A.

This study of the SUTOE (self Understanding Through Occupational Exploration) program cites the need for a relevant curriculum for junior high school age youth, and reviews the philosophical basis for development of the SUTOE course. For the statistical aspects of the study, an Assessment Form of 128 components was developed and used in both a fall and spring administration in 1968-69. Eighth and ninth grade students in 19 experimental and six control groups participated. Each item on the Assessment Form offered a choice of four different responses in which individual students would reflect degrees of knowledge, feelings, attitudes, opinions, or interest on topics relating to self understanding and occupational information. (Author)

(629) 71-13,033 Cannon, Harry Walton. AN EXAMINATION OF A REVISED APPROACH TO THE REGULATION OF STUDENT CONDUCT AND ACTIVITIES AT THE UNIVERSITY OF GEORGIA. University of Georgia, 1970, 31(11), 5757-A.

The primary purpose of this investigation was to measure and compare student attitudes toward the regulations governing student conduct and activities at the University of Georgia, before and after major changes were made in those regulations and the means by which they were enforced. The results included that (1) less regulated subgroups of students were more positive in their attitudes toward the regulatory process than their more heavily regulated counterparts; (2) regulations governing women's conduct and activities were of central concern to both men and women; (3) the creation of a student judiciary had a positive impact on student attitudes; and (4) the student populations regarded as least appropriate those regulations which controlled matters which they regarded as being personal options, and as most appropriate those regulations which were interpreted as having direct relevance to the operation of the school. (Author)

(630) 70-25,311 Carlson, Nancy L. OCCUPATIONAL CHOICE AND ACHIEVEMENT OF WOMEN GRADUATE STUDENTS IN PSYCHOLOGY AS A FUNCTION OF EARLY PARENT-CHILD INTERACTIONS AND ACHIEVEMENT AS RELATED TO BIRTH ORDER AND FAMILY SIZE. University of Kansas, 1970, 31(6), 2679-A.

The present study is a test of the Roe theory with a sample of women graduate students in psychology, utilizing the procedure designed by Medvene. The conclusions were: (1) no support was obtained for the use of Roe's theory with women, although support was obtained for her recent suggestion that the vocational development of men and women is different and that a separate theory for women should be developed; and (2) women graduate students in psychology, master's and doctorate, are more likely to be first-borns who perceive themselves as avoided or concentrated upon by their parents. (Author)

(631) 71-1300 Carlson, Ralph Maynard. THE EFFECTS OF REINFORCEMENT ON REGULAR CLASSROOM ACADEMIC PERFORMANCE. University of Oregon, 1970, 31(7), 3370-A.

The results obtained were consistent with those found in previous studies using reinforcement procedures in that the children's performance was significantly increased on tasks under the reinforcing condition. The performance on the unique learning task decelerate dramatically while the performance on the standard reading task continued to accelerate. (Author)

(632)

(632) 70-20,913 Carpentier, James Philip. THE MAINTENANCE OF A SPECIFIED VERBAL RESPONSE SET THROUGH VERBAL CONDITIONING AMONG COUNSELOR TRAINEES. Arizona State University, 1970, 31(5), 2098-A.

The purpose of the study was to evaluate a method for maintaining the Understanding (U) Response Set among beginning counselor trainees. The criterion measures employed were the number of counselor: (1) U Responses, (2) Topic Changes, and (3) client Verbal Exchanges. The conclusions indicated that client behavior (approach and avoidance) had more pronounced effect on the usage of the U Response Set during the simulated counseling sessions than did the method of training or the week of treatment. Time had a reversing or extinguishing effect on the usage of the U Response Set during the simulated counseling sessions. The trend toward uage of the U Response Set by group A_1 was accompanied by and negated by a parallel trend toward usage of Counselor Topic Changes and Verbal Exchanges. Maintenance of the U Response Set under the defined contingencies of this experiment was not accomplished except during the repeated supervisory sessions. (Author)

(633) 71-7612 Carter, Dale Lanier, THE EFFECT OF TEACHER EXPECTATIONS ON THE SELF-ESTEEM AND ACADEMIC PERFORMANCE OF SEVENTH GRADE STUDENTS. The University of Tennessee, 1970, 31(9), 4539-A.

The findings were interpreted as demonstrating that teacher expectations are in part determined by cumulative records and that these expectations significantly affect students' level of confidence and scholastic potential. Predominant gains in the lower scholastic section tend to confirm this conclusion as only minor alterations of data were possible for the treatment effect of most students in the higher section. Lack of significant differences on measures of specific achievement could indicate either that expectancy effects are limited to the more general aspects of personality and intelligence, that learning patterns were too well-established to be altered by this means, or that original pairing criteria reflected only general abilities. (Author)

(634) 71-11,681 Carter, Helen Louise. AN INVESTIGATION OF TWO METHODS OF SHORT-TERM GROUP COUNSELING WITH WHITE PREADOLESCENTS RATED LOW ON SOCIAL STATUS BY THEIR PEERS. University of North Carolina at Chapel Hill, 1970, 31(11), 5757-A.

A multivariate analysis of covariance was employed to test the general hypothesis that there was no difference between three groups after treatment for the posttest adjusted means of the four criterion variables analyzed across all four criterion variables. An univariate analysis of convariance was employed to test each criterion variable individually. The results of these analyses indicated that there were no significant statistical differences between the three groups according to treatment, sex, and the interaction effect of treatment and sex. The fact that the groups which received counseling made the greater gains on the Tennessee Self Concept Scale and the California Test of Personality implies that counseling did make a difference. (Author)

(635) 71-6946 Cathcart, Lee Perry. THE COLLABORATION OF THEORIES IN ELEMENTARY SCHOOL GUIDANCE. Harvard University, 1970, 31(9), 4539-A.

The first part of the thesis reviews elementary school guidance literature, focusing on the conceptual problems which seem apparent in attempts to define the counselor's role and in contemporary efforts to outline preventive procedures. The second section is devoted to an exploration of selected theories of child development and their varied implications for elementary school guidance programs. The problems and possibilities of working with such varied theories and multiple frames of reference are explored in the third section. The difficulties involved, and the ways in which the theories seem to "collaborate" fruitfully, particularly in clarifying and making more specific both the nature and timing of development during the elementary school years will be emphasized. In the fourth section, the problems and possibilities in relating and using various forms of research findings in elementary school guidance are explored. The final section concerns the specific implications for elementary school guidance programs of the theories, research, and forms of thought reviewed in the paper. (Author)

(636) 71-11,1117 Cazzelle, Jackie Gene. A STUDY OF NON-INTELLECTIVE VARIABLES RELATED TO THE ACADEMIC SUCCESS AND ADJUSTMENT OF COLLEGE FRESHMEN FROM LOW SOCIOECONOMIC BACKGROUNDS. Oklahoma State University, 1970, 31(10), 5118-A.

The results of this investigation appear to indicate that students from low socioeconomic backgrounds are not significantly different from students in the middle and upper income groups and that there is no need for special attention or the development of special programs to meet the needs of these individuals. (Author)

(637) 71-4580 Chandler, Frederick Douglas. A COMPARISON OF THE EFFECTS OF GROUP DISCUSSION AND OF ROLE PLAYING WITH GROUP DISCUSSION UPON PARENTAL SELF-CONFIDENCE. University of Michigan, 1970, 31(8), 3948-A.

Insights into inconsistent irrational aspects of parental judgment should be more effectively arrived at through role-play and group discussion than through discussion only. However, through observations and inferences it seems that discussion, alone, would be the more effective medium for short term programs aimed at increasing parental self-confidence. The opportunity to articulate within an accepting climate seems to be more important to attitude change than the ability of the disadvantaged parent to act out the precise words and behavior to express complex feelings. (Author)

(638) 70-23,024 Cheney, Loren William. A COMPARISON OF TWO METHODS OF TRAINING RATERS FOR DYADIC ENCOUNTERS. University of Massachusetts, 1970, 31(5), 2099-A.

The design was to compare the effects on interjudge correlation of a specially prepared 45 minute video tape, developed by the investigator, with a more traditional method of training raters. The subjects were 30 female undergraduate students. It was concluded that the training video tape provided a standardized, efficient, and replicable method for developing interjudge reliability which is comparable to a traditional method. (Author)

(639) 70-22,500 Chisholm, Margery Menges. A STUDY TO DETERMINE THE INFLUENCE OF ACTUAL SELF OBSERVATION ON SELECTED ASPECTS OF THE SELF AWARENESS OF PARTICIPANTS IN T-GROUPS. Boston University School of Education, 1970, 1970, 31(5), 2171-A.

This investigation was made in order to provide an analysis of the effects of viewing audio-visual tapes of selected aspects of group interaction on the social self concepts of the participants. The results indicated that there was no significant difference between the treatment or occasion groups in terms of the descriptions in response to the W-A-Y than are usually found in the standard response categories. Thus, the three hypothesis of the study were accepted. (Author)

(640) 70-20,743 Church, Cary Theodore. EFFECTS OF INDIVIDUAL COUNSELING AND VIDEO-MODEL INDIVIDUAL COUNSELING ON THE ACCURACY OF SELF-RATINGS OF NINTH-GRADE STUDENTS. The University of Florida, 1969, 31(5), 2099-A.

The purpose of the study was to discover whether counseling in the public schools by practicing school counselors could change the accuracy of self-ratings of ninth-grade students as to their interests, aptitudes, and abilities. A further purpose was to discover if there was any difference between two types of counseling conditions, namely individual counseling and video-model individual counseling. The conclusions indicated that students receiving test interpretation counseling increased their accuracy of self-rating as to their interests, aptitudes, and abilities, but the use of video-model television appeared to have had no effect on accuracy of self-report. (Author)

(641) 71-2581 Clack, Ronald James. OCCUPATIONAL PRESTIGE AND VOCATIONAL CHOICE. Purdue University, 1970, 31(8), 3868-A.

Results of the study offer strong evidence that adolescents are quite aware of an existing prestige hierarchy of occupations. Data indicated that high school students, regardless of grade level, sex, place of residence, or socio-economic class rank occupations of the basis of prestige in a similar order, and in an order which is consistent with adult rankings of occupational prestige. One noticeable trend was that of lower socioeconomic adolescents differing from higher class adolescents in their reality choices, in that they chose lower prestige value occupations. (Author)

(642) 71-529 Click, Carrol William. THE ELEMENTARY SCHOOL COUNSELOR'S ROLES AND FUNCTIONS AS PERCEIVED BY ELEMENTARY SCHOOL COUNSELORS AND PRINCIPALS. Texas Tech University, 1970, 31(7), 3261-A.

The following conclusions were reached: (1) significant differences do exist between counselors and principals concerning the counselor's roles and functions; (2) both groups preferred individual counseling with pupils, parents, and teachers to group counseling; (3) both counselors and principals considered individual pupil analysis, placement, and providing services for those who are severely disturbed as being important counselor functions; (4) sex of the elementary school counselors significantly affects the counselor's attitudes toward his function; and (5) number of years teaching experience had little effect on the counselor's view of his roles and functions. (Author)

(643) 70-26,266 Clifton, Ronald John. THE FUNCTIONING SECONDARY SCHOOL COUNSELOR AS PERCEIVED BY VOCATIONAL TEACHERS IN OHIO. The Ohio State University, 1970, 31(7), 3261-A.

The counselor is perceived by Ohio vocational teachers to function more in the student-related areas of Counseling, Pupil Appraisal, and Educational and Occupational Planning and less in the professional areas of Local Research. Public Relations, and Staff Consulting. It was further concluded that the secondary counselor is perceived to function less frequently in all 10 areas of professional responsibility by vocational teachers who have no college degree. The secondary counselor is perceived to function more frequently in these professional areas by those vocational teachers who have taught longer in a school with a counselor, those who experience more personal contacts with the counselor, those who make more student referrals, and those who express satisfaction with their school guidance program. (Author)

(644) 70-22,486 Cohen, Phyllis, Marian. SOCIAL AND MECHANICAL REINFORCEMENT OF CHILDREN'S LEARNING. Boston University School of Education, 1970, 31(5), 2171-A.

The null hypothesis of this study was that there were no differences between social and mechanical reinforcement during either acquisition extinction or reinforcement. On the basis of the experimental results the null hypothesis was rejected and the ways in which social and mechanical reinforcement differ and are similar are explained. (Author/CJ)

(645) Cohen, Robert Jack. THE EFFECTS OF ENVIRONMENTAL CONDITIONS UPON SEX TYPING CHARACTERISTICS. Boston University School of Education, 1970, 31(9), 4454-A.

It was hypothesized that: (1) preadolescent males will differ on activity and/or potency scores; (2) father-very-present boys will receive a higher positive score from their peers than will father-absent boys; and (3) the scores of father-absent boys will be similar to an unselected group of preadolescent girls than will be the scores of father-very-present boys. Forty boys from the fourth, fifth, and sixth grades were studied. Ten represented the father-very-present, lower class, ten boys represented the father-very-present middle class, ten boys represented the father-absent lower class, and ten boys represented the father-absent middle class. In addition, 32 fifth grade unselected females were studied. One subtest, total activity, measured by the Gilmore Sentence Completion Test, significantly differentiated the four groups of boys studied. On this subtest, total activity, father-absent, lower-class boys scored significantly higher than did the three other groups of boys. Other hypotheses were not supported. (Author)

(646) 71-9071 Colley, Charles Sanford. AN EXAMINATION OF FIVE MAJOR MOVEMENTS IN COUNSELING THEORY IN TERMS OF HOW REPRESENTATIVE THEORISTS VIEW THE NATURE OF MAN. University of Alabama, 1970, 31(10), 5118-A.

The findings of the study indicate that nearly all theorists assume some philosophical view of the nature of man, whether or not that view is explicitly stated. It was further found that the view of man was quite directly related to the view of man in the theorist's cultural milieu, to very fundamental philosophical questions, and to the goals and methods of the theory. (Author)

(647) 70-27,045 Combs, Harrison Tyler, Jr. AN INVESTIGATION OF THE RELATIONSHIP BETWEEN THE ACADEMIC ACHIEVEMENT SCALE OF THE STRONG VOCATIONAL INTEREST BLANK AND FIRST YEAR ACADEMIC ACHIEVEMENT IN COLLEGE. University of South Carolina, 1970, 31(7), 3262-A.

The purpose of this study was to investigate the academic predictive validity of the Academic Achievement scale of the Strong Vocational Interest Blank. (Author)

(648) 71-2583 Conyne, Robert Karlton. FACILITATOR-DIRECTED AND SELF-DIRECTED SENSITIVITY MODELS: THEIR EFFECT ON SELF-PERCEPTUAL CHANGE. (Pages 105-117, Appendix A. "HIM-G Test Booklet" and pages, 118-125, "HIM-B" not microfilmed at the request of the school. Available for consultation at Purdue University Library.) Purdue University, 1970, 31(8), 3868-A.

It was concluded that both models provide conditions conducive to self-perceptual change. For the best possible results, however, it is suggested that facilitators be employed. It appears that facilitators perform functions which allow for greater continuity and deeper meaning in group interaction. (Author)

(649) 71-3519 Cook, Frances Jeffries. THE USE OF THREE TYPES OF GROUP PROCEDURES WITH NINTH-GRADE UNDERACHIEVING STUDENTS AND THEIR PARENTS. Kent State University, 1970, 31(8), 3869-A.

It may be concluded from this study that the most effective way of

helping underachieving ninth-grade students to improve their desires to learn and their school marks is to work with their parents only in small group discussions. There was also a tendency of the classroom participation of this same group of students to improve. (Author)

(650) 70-26,854 Coor, Ina Fitzhenry. THE EFFECTS OF GRADE LEVEL AND MOTIVATION TRAINING ON EGO DEVELOPMENT. Washington University, 1970, 31(7), 3332-A.

The results of the study indicated that grade level was a highly significant source of variance in ego development. A comparison of means between the grade level cells and the treatment cells indicated that increase in ego level for the seventh grade subjects receiving two years of motivation train-in approximated almost one year of natural development as found in the ratings of the eighth grade subjects. The conclusions were that while ego development is primarily affected by natural development, motivation training can affect the ego level responses of Black, inner-city adolescents. (Author)

Do you want to get the parents of your students involved in the educational process? Check the following descriptors to see what can be done:

PARENT COUNSELING
PARENT SCHOOL RELATIONSHIP
PARENT CHILD RELATIONSHIP
FAMILY (SOCIOLOGICAL UNIT)

(651) 70-24,959 Corrigan, Francis Vincent. A COMPARISON OF SELF CONCEPTS OF AMERICAN INDIAN STUDENTS FROM PUBLIC OR FEDERAL SCHOOL BACKGROUNDS. The George Washington University, 1970, 31(6), 2679-A.

Among the conclusions drawn from the findings were that (1) the Indian students from BIA school backgrounds seem to have significantly more positive Moral-Ethical Self concepts than do the Indian students with public school backgrounds; (2) there appears to be a significant association between student age and the variables of school background and sex; and (3) females from public school backgrounds seem to have significantly less consistent feelings concerning their self concepts than do females and males from BIA school backgrounds, and public school background males showed the highest degree of consistency regarding the self concept. (Author)

(652) Crawford, Douglas Gordon. FAMILY INTERACTION, ACHIEVEMENT-VALUES AND MOTIVATION AS RELATED TO SCHOOL DROPOUTS (To obtain a microfilm copy please order directly from the National Library of Canada at Ottawa). University of Toronto, 1969, 31(5), 2173-A.

An explanatory model was proposed which linked specific socialization experiences in the family with two presumably important components of boys' achievement orientation, achievement motivation, and achievement related values which were assumed to be directly related to their school status. It was concluded that the achievement-related values of the graduates may have been transmitted in a social climate characterized by a power balance in family interaction. Therefore, in order for boys to meet the achievement standards of adult society it may be necessary to establish parent-child relationships which provide chances for the child to develop a sense of independent mastery of the environment by providing opportunities for responsible decision-making in family interaction. (Author)

(653) 70-20,098 Criswell, Cyrus Ellsworth. A STUDY OF THE RELATIONSHIP BETWEEN DELINQUENCY PRONENESS AND SOCIAL MATURITY AMONG JUNIOR HIGH SCHOOL BOYS. Ohio University, 1969, 31(5), 2100-A.

The problem which is dealt with in the paper is (1) the establishment of a check list to identify delinquency proneness and (2) to validate the instrument using the Social Maturity Scale of the California Psychological Inventory. It was concluded from the findings of this study that (1) delinquency proneness in boys can be identified by teachers; (2) the check list in this study can be used by teachers to assist in identifying delinquency prone boys; and (3) the teachers involved in this study perceived negative attitudes toward, and behaviors in, school as indicative of delinquency proneness. (Author)

(654) 71-394 Crosby, Emeral Alexander. THE PIONEERING CO-OPERATIVE RELATIONSHIP OF MICHIGAN BELL TELEPHONE COMPANY AND DETROIT NORTHERN HIGH SCHOOL: A DESCRIPTIVE PRESENTATION AND AND EARLY ASSESSMENT OF THE EDUCATIONAL PARTNERSHIP. Wayne State University, 1970, 31(7), 3200-A.

In hope of achieving a partial solution to the problems surrounding inadequate educational opportunities for the students at Detroit Northern High School, Michigan Bell Telephone Company, with the approval of the Detroit Public Schools System, initiated an educational partnership. The students viewed the partnership most importantly as providing job opportunities. A majority of the students felt that the partnership was to help them get a better education and that there were more programs provided at Northern High School because of the educational partnership. Nearly 70 percent of the students acknowledged that the partnership had made them more aware of employment qualifications for industry and business. (Author)

(655) 71-10,903 Crosby, John Fulling. THE EFFECT OF FAMILY LIFE EDUCATION ON THE VALUES AND ATTITUDES OF ADOLESCENTS. Syracuse University, 1970, 31(11), 5839-A.

It was hypothesized that students who have taken a family life course achieve a significantly greater increase in knowledge of the concepts covered in the course curriculum, a significantly greater positive gain in attitude and valuation toward themselves, and a significantly greater positive gain in their attitude toward family life, than do students who have not taken such a course. The first hypothesis, regarding knowledge, was significant at the .001 level. The second hypothesis, regarding attitude toward oneself, was significant at the .05 level. The third hypothesis, regarding attitude toward family life, was not significant. The results indicate that a person's knowledge concerning personal development within the family may be increased and that participation in a family life course may have a positive influence on the student's attitude toward himself. (Author)

(656) 71-549 Crow, Mary Lynn Cox. AN INVESTIGATION OF STRUCTURED AURAL, STRUCTURED VISUAL, AND UNSTRUCTURED GROUP COUNSELING TECHNIQUES WITH ELEMENTARY SCHOOL CHILDREN. North Texas State University, 1970, 31(7), 3262-A.

When comparing the two structured approaches with the unstructured approach, no statistically significant differences were found. Counselor observations and non-statistical findings indicated that the three approaches are used to best advantage in a sequential order, with the most highly structured technique used first (structured aural approach), the moderately structured technique used next (structured visual approach), and the unstructured approach used last. (Author)

(657) Crowe, Murry Maxwell. FACTORS AFFECTING STUDENT TIME BEYOND THE SCHOOL DAY DEVOTED TO SCHOOL ACTIVITIES AND THE ACADEMIC CURRICULUM IN THE SECONDARY SCHOOL. University of Mississippi, 1970, 31(9), 4455-A.

Correlations expressed between academic achievement, scholastic aptitude, size of vocabulary, ability to think quantitatively and ability to interpret and use resource materials were positive and high. The positive correlations between predictor variables and the criterion variable of student's time beyond the school day devoted to school activities and the academic curriculum were low. For all groups of students indications are that other variables than the ones studied influenced time devoted to school activities and the academic curriculum beyond the school day by the student. (Author)

(658) 70-26,205 Crowell, Orville. AN ANALYSIS OF THE RELATIONSHIP OF MEASURED INTERESTS OF ENTERING COLLEGE FRESHMEN TO CHOICE OF OCCUPATION APPROXIMATELY FORTY-FOUR MONTHS LATER. University of Arkansas, 1970, 31(6), 2680-A.

The relationship between interests of entering college freshmen, as measured by the Kuder, and choice of occupation, approximately forty-four months later, was apparent. Although the results may reflect a relationship between congruency of interests and satisfaction with choice of occupation, the large percentages of male and female respondents who indicated satisfaction with their choices of occupation lend question to this part of the study. Entering college males and females had characteristic differential interest patterns. Significant differences existed among the interest patterns of students enrolled in different colleges at the University of Arkansas. Finally, the findings pertaining to the drop-out ratio at the University of Arkansas were comparable to the findings of other studies that have been reported in the literature. (Author)

(659) 70-23,026 Crowley, Thomas James. THE CONDITIONABILITY OF POSITIVE AND NEGATIVE SELF-REFERENCE EMOTIONAL AFFECT STATEMENTS IN A COUNSELING TYPE INTERVIEW. University of Massachusetts, 1970, 31(5), 2100-A.

This research suggests that emotional affect constitutes a response class within a low-structured continuous conversation situation. In addition, it would appear that experimenters can be taught to attend to specific classes of verbal behavior, to apply reinforcement contingent upon their occurrence, and to exercise a degree of control within the experimental situation. (Author)

(660) 71-13,042 Culberson, James Olin. EFFECTS OF CLIENT FUNCTIONING UPON COUNSELOR PERFORMANCE. University of Georgia, 1970, 31(11), 5759-A.

Study results showed: (1) that in low-level counselor-high-level client interactions, the client deteriorated significantly over a three-session relationship; (2) that in high-level counselor – high-level client interactions, the counselor gained significantly over a three-session relationship; (3) that the counselor significantly affected the levels of conditions offered by the client in the counseling relationship; (4) that the client significantly affected the levels of conditions offered by the counselor in the counseling relationship; (5) that negative results in counseling and psychotherapy may be ascribed to the tendency to describe counselors by training and orientation rather than by ability to offer growth-conducive conditions; and (6) that written responses to communication indexes may be inflated in contrast to live responses. (Author)

(661) 71-5074 Curl, Gerald Allen. A COMPARISON OF FRESHMAN ACHIEVERS AND NON-ACHIEVERS FROM ECONOMICALLY DEPRIVED FAMILIES. University of Illinois at Urbana-Champaign, 1970, 31(9), 4455-A.

It was hoped that better realizing the differences between achievers and non-achievers from the lower socio-economic class would help make it possible to provide corrective programs to help more students from economically deprived families to become achievers. When the entire group was considered, the ACT English score was the highest correlated variable with GPA, with an r of .59. A difference between achievers and non-achievers was found at the level of .01 or better for 27 of the 46 independent variables. These included differences significant at the .001 level on all five ACT scores, high school rank, and all seven measures in the Brown-Holtzman Survey of Study Habits and Attitudes. Very low correlations were observed between personality traits as measured by the CPI and GPA for black students. Although the black students resented the "personal" nature of the CPI, they seemed to have no hesitancy to identify their problems on the Mooney Problem Check Lists. This instrument may be one of the more valuable counseling tools for working with disadvantaged students. The adjustment to college section was consistently a strong predictor variable in projecting GPA. (Author)

(662) 71-12, 636 Cutley, James Leland. A STUDY OF THE SELF-CONCEPT, SELF-ACCEPTANCE, AND IDEAL SELF OF ADOPTED AND NONADOPTED ADOLESCENT CHILDREN. University of South Dakota, 1970, 31(11), 5658-A.

Evidence indicated that the adopted and nonadopted did not differ in regard to self-concept, self-acceptance, and concept of the ideal self. However, the nonadopted perceived their peer group as having a better self-concept than did the adopted. This may be a projection of their own self-concept. The social maladjustment of the adopted was measured to be greater than for the nonadopted. The nonadopted viewed themselves as being more "cheerful" whereas the adopted viewed themselves as being more "thoughtful." (Author)

(663) 71,11,814 Dahm, John William. THE EFFECTS OF MODELING AND INFORMATION-ONLY ON COUNSELING SELF-REFERRAL AMONG MIDDLE SCHOOL STUDENTS. Michigan State University, 1970, 31(11), 5759-A.

The primary purpose of this investigation was to test the relative effect of modeling with vicarious reinforcement procedures versus information only procedures as methods of motivating middle school students to volunteer for counseling. (Author)

(664) 71-12,637 Dalrymple, Frank Milo. COUNSELOR EDUCATORS' PERCEPTIONS OF THE 1967 ACES STANDARDS AND ACCREDITATION OF PROGRAMS OF COUNSELOR EDUCATION. University of South Dakota, 1970, 31(11), 5760-A.

Standards for, and accreditation of, programs of counselor education have been opposed as being stultifying and even unethical. If the perceptions of the counselor educators who responded to the questionnaire could be projected to the rest of the profession, then this view of the ACES Standards and accreditation is apparently not widespread. It would appear from the conclusions drawn from the data analyzed for this study that there is adequate support for the 1967 ACES Standards and the proposed accreditation of programs of counselor education to justify the profession's continued espousal of these practices. (Author)

(665) 70-27,003 Dankworth, Richard T. EDUCATIONAL ACHIEVEMENT OF INDIAN STUDENTS IN PUBLIC SECONDARY SCHOOLS AS RELATED TO EIGHT VARIABLES, INCLUDING RESIDENTIAL ENVIRONMENT. Utah State University, 1970, 31(7), 3201-A.

The objectives of this research was to determine the relationship of eight variables to the educational achievement of Indian public secondary school students. The eight variables were: (1) residential environment, (2) mental ability, (3) reading ability (later excluded, (4) anxiety, (5) verbal concept choice, (6) self-concept,

(7) achievement motive, and (8) interaction with the dominant culture. (Author)

(666) 71-12, 379 Darnauer, Paul Fredrick. THE ADOLESCENT EXPERIENCE IN CAREER ARMY FAMILIES. University of Southern California, 1970, 31(11), 6167-A.

Focus was on the friendship patterns, school experience, and social advantages and disadvantages perceived by adolescents and their parents. Neither adolescents nor parents considered the adolescent experience under conditions of Army life as unique, though both acknowledged that differences between Army and non-Army experience existed. Most youth had informal same-sex best-friend and group extrafamily relationships. The youth were in school (two were not) but saw neither advantage/disadvantage nor expectations/lack of expectations because of their Army status. Little difference was reported between Army and non-Army youth in academic or extracurricular school involvements, but acknowledged differences favored the Army group. Where disagreement occurred, parents tended to perceive the Army experience more favorably than did youth. (Author)

(667) 70-27,024 Daugherty, Ronald DeWayne. IDENTIFICATION OF FACTORS INFLUENCING HIGH SCHOOL STUDENTS IN SELECTING AN OCCUPATIONAL PROGRAM MAJOR IN AN OREGON COMMUNITY COLLEGE. Oregon State University, 1971, 31(7), 3434-A.

In selecting a community college to attend, students are influenced most by the "convenience in location of the college to their home," by "tuition rates" and the "limitation of personal and family finances." Several factors influenced students in reaching a decision to continue their education in a community college during the first year following high school. "Parents," the "desire for self-improvement," "employment potential," the "lack of anyting else to do," "high school counselors" and "high school classmates" were the more influential factors in this decision. (Author)

(668) 71-5575 Daum, Barbara Ruth. THE ROLE AND FUNCTION OF PUPIL INFORMATION IN EDUCATIONAL DECISION-MAKING. Columbia University, 1970, 31(8), 3869-A.

Decision-makers were observed to be selective in their searches for and utilization of pupil information. They limited the number of informants. They tended to seek information that confirmed what they already knew about the pupil. This information tended to focus on the crisis situations in which the pupils became involved, not their developmental needs. (Author)

(669) 71-12,743 Davis, Billy Hampton. THE COMMUNITY JUNIOR COLLEGE EXPERIENCE AS PERCEIVED BY STUDENTS WHO HAVE WITHDRAWN. The University of Florida, 1970, 31(11), 5659-A.

The most common reason reported for choosing the community junior college was economy and convenience, whereas counseling, lack of faculty interest in students and evaluation are the areas most commonly criticized. The black withdrawees, though entering college with a higher level of confidence than the white withdrawees, left with less positive perceptions. Finances, irrelevancy of college education, discouragement with meeting academic standards, marriage, health and family problems, or a combination of these are reported as the major causes of withdrawal. The withdrawees seem more disappointed with themselves than with their college for their unsuccessful efforts to further their education. (Author)

(670) 71-13,297 Davis, Fred Edward. CRISIS INTERVENTION ON THE CAMPUS: A STUDY OF COUNSELING BY TELEPHONE. University of Kansas, 1970, 31(11), 5760-A.

Implementation of twenty-four hour telephone counseling service at the University of Texas provided data which represented counseling contacts never studied before. It was concluded that problems did not differ from one area to another. Differences were found in the day on which calls were received in different areas. Examination of the amount of time spent on different problems revealed four clusters of problems, listed from most time consumed to least: (1) intrapersonal problems; (2) interpersonal and sexual problems; (3) school functioning; and (4) future plans and miscellaneous. Women used significantly more time than men on interpersonal and sex problems. Males called more frequently than expected about school functioning and miscellaneous problems, while females called more often than expected in the area of intra-personal problems. (Author)

(671) 71-8311 Davis, William Loyde. A THERAPY CONTENT ANALYSIS SCALE. University of Missouri - Columbia, 1970, 31(10), 5119-A.

The results of the study indicated that the Therapy Content Analysis Scale has validity for measuring a mental health dimension; the Therapy Content Analysis Scale can be utilized to indicate the general direction of therapy movement; and the Therapy Content Analysis Scale can be utilized with consistent results by people who possess some degree of psychological expertise. (Author)

(672) 71-6160 Dea, Kay Lyman. CONCEPT OF SELF IN INTERPERSONAL RELATIONSHIPS AS PERCEIVED BY DELINQUENT AND NON-DELINQUENT YOUTH. Columbia University, 1970, 31(9), 4893-A.

The study had three objectives: (1) to identify and describe delinquent concepts of self, (2) to contrast delinquent concepts of self with those held by non-delinquents, and (3) to explore the effects of a traditional correctional treatment program upon delinquent self-perception. Data support the conclusion that delinquent subjects have positive concepts of self. They felt that peers and society perceived them positively, and they expressed a desire to be positive in interpersonal role behavior. Similar patterns of self perception were noted in the non-delinquent groups, although significant differences were noted in the magnitude of positive scores between the two groups. It was concluded that delinquents perceive themselves less positively than their non-delinquent counterparts, and that they believe themselves to be perceived less positively by society. Data also support the conclusion that delinquent and non-delinquent subjects shared common values of self in ideal role behavior. Trends were noted that support the hypothesis that incarceration depresses positive concepts of self. (Author)

(673) 70-25,015 DeBoer, Harland Millard. A MODEL FOR DEVELOPING CONGRUENCE, EMPATHY, LEVEL OF REGARD, AND UNCONDITIONAL POSITIVE REGARD IN COUNSELOR TRAINEES. University of Southern California, 1970, 31(6), 2680-A.

The addition of sensitivity training to course work increased the degree to which certain counselor characteristics are developed, specifically congruence and empathy, but this impact does not accrue for level of regard and unconditional positive regard. Counselor trainees with less formal training (B.A. degrees) acquire congruence and empathy more readily than do their more-trained (M.A. degree) peers. Males consistently develop congruence and empathy significantly more than do females. (Author)

(674) 71-25 De Carlo, Julia Elaine. A STUDY OF CURRICULUM PROGRAMS IN SEX EDUCATION IN PUBLIC ELEMENTARY SCHOOLS IN SELECTED CITIES OF THE UNITED STATES. Fordham University, 1970, 31(7), 3408-A.

Conclusions drawn from an analysis of curriculum guides were: (1) 42 school districts had a curriculum program in sex education but not all of the school districts had a curriculum guide; (2) many different types of personnel and many people are involved in preparing the curriculum guide, teaching the subject and evaluating the curriculum; (3) teachers are specifically trained for teaching sex education, usually by in-service courses; (4) pilot classes are conducted by most school districts when the sex education is initiated; (5) kindergarten is the grade in which sex education program usually begins; (6) sex education programs are voluntary for children with parents giving permission in writing; and (7) most school districts provide a program for parents in sex instruction. (Author)

(675) 71-12,744 DeCoster, David Arthur. SOME EFFECTS OF DIFFERENT CLASSROOM CONDITIONS UPON INTERPERSONAL RELATIONSHIPS, PERSONAL ADJUSTMENT AND ACHIEVEMENT FOR COLLEGE FRESHMEN. The University of Florida, 1970, 31(11), 5789-A.

Students comprising an experimental population experienced two conditions: (1) teacher-counselor instruction, and (2) coordinated classroom and residence hall assignments that were not offered to a control population. Differences between students who experienced the experimental and control treatments were not significant. There were some differential effects, however, among student groups who experienced different classroom instructors. Two classroom groups, both taught by the same instructor, experienced less satisfying associations with fellow classmates and earned lower scores on standardized achievement tests than did students who were taught by the other two instructors. Students who were more satisfied with peer relationships in the classroom setting perceived higher levels of teacher empathy, warmth, and genuineness and tended to have higher academic achievement than did students who were less satisfied with peer relationships. (Author)

(676) 70-22,450 DeIulio, Robert Salvatore. AN ANALYSIS OF COLLEGE FRESHMEN PERCEPTIONS OF STAFF MEMBERS WHO FUNCTIONED AS COUNSELORS COMPARED TO THOSE WHO FUNCTIONED AS TEACHERS AND COUNSELORS. (Pages 91-93, "Gilmore Sentence Completion Test" not microfilmed at the request of Boston University.) Boston University School of Education, 1970, 31(5), 2101-A.

No differences were found between those students who did and did not see their counselors. Further, for those students who did see their counselors, the findings indicated that both groups perceived the interpersonal responses of their counselors in the same way, and that they brought similar problems to them. The study concludes that the teacher-counselor role does not limit the number or nature of his counseling contacts. No evidence was produced against having a student counseled by one who also teaches him. (TL)

(677) 71-6043 Del Campo, Philip E. AN ANALYSIS OF SELECTED FACTORS IN THE ACCULTURATION PROCESS OF THE MEXICAN-AMERICAN ELEMENTARY SCHOOL CHILD. United States International University, 1970, 31(9), 4885-A.

The major findings were as follows: (1) a significant difference found in the value profile suggested that the Mexican-American group scored higher than the comparison group of Anglo children in the Religious and Political value areas in two of the three school districts surveyed; (2) there is an inverse relationship between the level of acculturation attained by the Mexican-American group and the tendency on the part of the teachers and school administrators surveyed to view these children with negative stereotypes; (3) an analysis of the demographic data revealed there is a direct relationship between the years of parent education attained, language facility, and time in the United States on the one hand, and level of occupation, on the other; and (4) the demographic data also revealed that there is an inverse relationship between the number of children and the occupational level of the parent. (Author)

(678) 71-8990 Delph, Donna Jean. THE RELATIONSHIP OF PERSONAL AND SOCIAL ADJUSTMENT AND ACADEMICALLY RELATED INTERESTS TO THE SCHOOL SUCCESS OF SIXTH-GRADE CHILDREN FROM LOW-INCOME HOMES. Ball State University, 1970, 31(10), 5028-A.

The findings of this study question the evidence that exists concerning the negative self-image of the child from a low-income home. Although few differences in adjustment existed between boys and girls in this study, the two components that revealed significant differences suggested that girls from low-income homes are probably more willing than boys to subordinate their desires to the needs of the group and may be more effective in dealing with people. This group of children regardless of sex, ethnic group membership, or level of achievement, expressed resentment and hostility toward the community and toward society. (Author)

(679) 71-4832 Dew, Finis Edsel. THE EFFECT OF VARYING RACIAL COMPOSITION DURING GROUP COUNSELING UNDERTAKEN TO IMPROVE INTER-GROUP ATTITUDE AMONG ELEMENTARY SCHOOL CHILDREN. West Virginia University, 1970, 31(8), 3870-A.

Within the limits of this study, any opinion concerning the advantage that counseling in heterogeneous groups would have over counseling in homogeneous groups for improving racial attitudes among elementary school children must be set aside pending further research. Some movement in the direction of improved self-concepts is possibly taking place among the students who were counseled. Assuming a relationship between acceptance of self and acceptance of others, this should be directed toward improving racial attitudes through the use of group counseling. (Author)

(680) 71-10,812 Dick, Ronald Francis. A STUDY OF THE STATUS OF MARRIED SECONDARY SCHOOL STUDENTS IN THE NEW JERSEY PUBLIC SCHOOLS. Temple University, 1970, 31(10), 5028-A.

Conclusions of this tudy were: (1) married secondary school students are not subject to compulsory school attendance laws even if they are within the compulsory school attendance age; (2) a regulation of a school board to require married students within the compulsory school attendance age to attend the public schools will, based on past court rulings, be held unreasonable; (3) school boards may suspend a student temporarily if it is proven that such suspension is reasonable to the welfare of the student body of the school; (4) married students have the same rights of attendance as those who are not married; (5) the majority of married students will be found in the lower half of their class when ranking school achievement; and (6) a low percentage of married students follow an academic or college preparatory program in high school. (Author)

(681) 71-9520 Dill, Joel Standish. AN EXPERIMENTAL COMPARISON OF SINGLE THERAPIST AND MULTIPLE

THERAPIST GROUP COUNSELING WITH INCARCERATED FEMALE DELINQUENTS. Ball State University, 1970, 31(10), 5120-A.

The major hypotheses were concerned with the effects of group counseling on self concept and changes in behavior as expressed by the subjects. Although no significant differences were found, an analysis of the means reveals that the control group went down on all of the self concept variables, while the two experimental units gained on almost all the self concept variables. Therefore, there were discernible differences between the two treatment groups and the control group although the results were not significant at the .05 level of probability. (Author)

(682) 70-24,266 Di Mattia, Dominic Joseph. A COMPARSION OF VIDEO-TAPE AND PROGRAMMED INSTRUCTION AS TRAINING DEVICES TO DISCRIMINATE THE EMOTION COMMONLY REFERRED TO AS DEPRESSION. University of Massachusetts, 1970, 31(6), 2681-A.

The results suggested that the programmed text treatment were more effective in teaching the discrimination of depressive cues and less variable than the video group. It was concluded that the active involvement of the programmed text group in the learning process proved to be more successful than the passive involvement of the video group. (Author)

(683) 71-9386 Dodson, Jerry Paul PARTICIPATION IN A BIRACIAL ENCOUNTERGROUP: ITS RELATION TO ACCEPTANCE OF SELF AND OTHERS, RACIAL ATTITUDES, AND INTERPERSONAL ORIENTATIONS. Purdue University, 1970, 31(10), 5120-A.

This investigator concluded that both black and white racism are a threat to American society. Bi-racial encounter groups seem to be a vehicle effective in facilitating the non-defensive, honest interpersonal communication necessary for reducing racist attitudes. Adequate leadership for bi-racial groups would seemingly be a crucial prerequisite for such groups, unless a program of proven value, such as Human Development Institute's ENCOUNTERTAPES for Black/White Groups is utilized. (Author)

(684) 71-8314 Donato, Donald John. THE EFFECT OF EXPECTATION-PRESS INCONGRUENCY ON JUNIOR COLLEGE TRANSFER STUDENT ACHIEVEMENT. University of Missouri – Columbia, 1970, 31(10), 5121-A.

The expectation-press hypothesis assumes that unrealistic expectations of university life affects the adjustment of students to the university environment. The present study establishes the new students do in fact hold unrealistic expectations. Secondly the present study indicates that some adjustment does occur in that the unrealistic expectations of entering junior college students are significantly altered toward the native student-perceived press in a relatively short period of time after enrollment. (Author)

(685) 70-26,773 Dorsett, Herman Willington. SOCIAL, ECONOMIC, AND EMOTIONAL PROBLEMS ANTICIPATED BY GRADUATE SCHOOL-BOUND NEGRO COLLEGE STUDENTS. Columbia University, 1969, 31(7), 3334-A.

The anticipation of social problems appeared to be somewhat functionally associated with socioeconomic status, as students of low socioeconomic status anticipated social problems to the greatest extent, and students of middle socioeconomic status anticipated social problems to the least extent. The anticipation of economic problems appeared to be functionally associated with: (1) socioeconomic status; (2) racial composition of the graduate school they planned to attend; (3) family income; and (4) type of undergraduate institution. The anticipation of emotional problems appeared to be functionally associated with: (1) students' age; and (2) their undergraduate major field. (Author)

(686) 71-4045 Dover, Bennie James. A FOLLOW-UP STUDY OF PRESCHOOL AND NON-PRESCHOOL PUPILS IN FIVE HIGH PRIORITY SCHOOLS. University of Maryland, 1970, 31(8), 3771-A.

Findings of this study were as follows: (1) parents of a higher economic and occupational level will demonstrate more interest in the education of their children than parents at a lower economic, and occupational level; (2) the evidence indicates a positive relationship between preschool attendance and reading readiness for boys; (3) the performance of the two groups was different at the end of the second year of schooling, the preschool group showing a higher performance level; and (4) preschool, as described in this study, seems more useful as a predictor than as an educational facilitator. (Author)

(687) 71-9389 Doyal, Robert Nelson. THE DEVELOPMENT AND EVALUATION OF AN INVENTORY FOR RATING ELEMENTARY SCHOOL COUNSELING IN GRADES 5 AND 6. Purdue University, 1970, 31(10), 5121-A.

An attempt was made to revise and/or supplement the Counseling Evaluation Inventory (CEI) with items that would make it more appropriate for use with clients at the stated grade levels, and to evaluate the new instrument in terms of its reliability, validity, and factor structure. It was concluded that although the reliability coefficient falls within acceptable limits more research needs to be done in terms of establishing an adequate validity index, and that this might be accomplished by utilizing more counselors and investigation the use of other criterion measures. (Author)

(688) 71-2589 Dudley, Gerald Orlando. AN ANALYSIS OF THE EFFECTS OF COMMUNICATING STUDENT APPRAISAL DATA TO STUDENTS AND TEACHERS. Purdue University, 1970, 31(8), 3871-A.

The experimental results support the following conclusions: (1) providing students and their teachers with student appraisal information has little, if any, effect upon students' achievement test scores; (2) providing student appraisal information to teachers alone seems to have an inimical effect on the functioning of students on achievement tests; and (3) it is less effective to provide student appraisal information to teachers alone than it is to provide this same information to both teachers and students. (Author)

(689) 70-26,857 Duehn, Wayne Donald. THE PATTERNING OF STIMULUS-RESPONSE CONGRUENCE AND CONTENT RELEVANCE: A STUDY OF CLIENT-WORKER INTERACTION IN THE DIAGNOSTIC PHASE OF COUNSELING. Washington University, 1970, 31(7), 3646-A.

Analysis of the data indicated that stimulus-response incongruence was negatively associated with the degree to which interactional content was perceived as relevant to the interactional situation. Client incongruence was significantly different between conditions of high, moderate, and little content relevance. Incongruence differed significantly across subject matter, with nonsexual content. Further, the findings indicated that as content specificity increased, the proportion of incongruence decreased. (Author)

(690) 71-3551 Dyer, Charles James. A MODEL FOR SUPPLEMENTARY EARLY GRADE ASSISTANCE BY NON-PROFESSIONALS FOR THE CULTURALLY DISADVANAGE CHILD. University of North Carolina at Chapel Hill, 1970, 31(8), 3951-A.

It was concluded that it was feasible to extend professional

services through supervised nonprofessionals and that the supplementary assistance model made a highly valuable contribution to the development of learning skills in culturally disadvantaged early grade children. (Author)

(691) 71-398 Dyer, Wayne Walter. GROUP COUNSELING LEADERSHIP TRAINING IN COUNSELOR EDUCATION. Wayne State University, 1970, 31(7), 3263-A.

Results of the study indicate that the actual training experience was perceived to be beneficial by those who participated in the entire program. The participants strongly recommended this kind of graduate training in counselor education, with some modifications which were outlined in the study. All felt that group counseling leadership training was needed and that the experimental program aided them in both self-growth and competency as group counselors. (Author)

(692) 71-2057 Eberly, Charles George. CRITICAL THINKING, ATTITUDES AND VALUES ASSOCIATED WITH FRATERNITY MEMBERSHIP. Michigan State University, 1970, 31(8), 3897-A.

This study examined differences in critical thinking, attitudes and values among four groups of Michigan State University male students defined by degree of association with social fraternities. At entrance to college there was no simple statistical difference in test score profile or level among the groups on scores from the six published instruments. However, considering only the three instruments used in the longitudinal study, the Inventory of Beliefs, A Test of Critical Thinking, and The Differential Values Inventory, Greeks were statistically different in the test score level but not profile from Stayouts. (Author)

(693) 71-2592 Edwards, Richard Allen. A COMPARATIVE STUDY OF SELECTED ACADEMIC, DEMOGRAPHIC AND ATTITUDINAL FACTORS RELATED TO CONTINUATION VERSUS VOLUNTARY WITHDRAWAL OF FRESHMAN STUDENTS AT PURDUE UNIVERSITY. Purdue University, 1970, 31(8), 3871-A.

Although financial difficulty and lack of chosen curriculum, reasons generally considered to be related to attrition, are not factors over which the University has direct control, it appears that additional assistance in those areas might be made available to students. (Author)

(694) 71-1305 Eeles, Ronald Alfred. SCHOOL RELATED FACTORS PRESENT IN GRADE SIX THAT PREDICT GRADE ELEVEN AND TWELVE DROPOUTS. University of Oregon, 1970, 31(7), 3263-A.

Conclusions that can be drawn from the study are presented below. (1) Data available in regular elementary school files can be utilized to predict with seventy percent or greater accuracy who will drop out of high school in grades 11 and 12. (2) Identification of future high school dropouts can be successful as early as at least grade six. (3) Prediction of male and female dropouts requires an entirely different set of independent variables. (4) Similar variables predict Canadian and American high school dropouts. (Author)

(695) 71-119 Egelhoff, Elizabeth Ann. ENCOUNTER GROUP FEEDBACK AND SELF-PERCEPTION CHANGE. University of Texas at Austin, 1970, 31(7), 3334-A.

The results indicated that members whose self-perceptions became less consistent with the feedback they had received did not remember that feedback two weeks after the group was over as accurately as those who did not change; however, the results also showed a tendency for the members who changed the most during this time to devalue the importance of the group instead of the ones who changed the least as had been predicted. (Author)

(696) 70-23,027 Elgrim, Dennis Eugene. AN ANALYSIS OF COUNSELOR INTERACTION WITH DISADVANTAGED YOUTH IN A COMPENSATORY EDUCATIONAL PROGRAM UTILIZING FOUR SELECTED CASE STUDIES. University of Massachusetts, 1970, 31(5), 2101-A.

The major purpose of this study was to analyze counselor interaction in a compensatory educational program utilizing four selected case studies and to present conclusions and implications which will be useful to counselors working with disadvantaged youth. It was also designed to present recommendations to professionals in the field of counselor education and training. It was further designed to provide a basis to generate hypotheses for further research. Subjects of the study were four students who participated in a university Upward Bound program. The researcher concluded that the role of the counselor as depicted by the case studies was that of advocate for the student. (Author)

(697) 70-25,188 Elsenrath, Dennis Earl. TEACHING INTERVIEWERS DELAYED, BRIEF RESPONSES. Indiana University, 1970, 31(6), 2681-A.

Forty-two undergraduate student staff members participated in an investigation of the effectiveness of an audio taped program teaching interviewers use of delayed, brief responses. Treatment subjects were found to exhibit fewer interviewer errors and in the process facilitate greater interviewee verbalization. Greater response delays, reduction of interviewer interruptions, greater interviewee talk time, and less interviewer verbalization characterized interviews conducted by subjects exposed to the audio taped program on interviewing as compared with subjects not exposed to the audio taped program. (Author)

(698) 70-24,983 Ensign, Gordon Byron, Jr. AN EXPERIMENTAL APPLICATION OF SELECTED REINFORCEMENT PROCEDURES TO THE DEVELOPMENT OF EFFECTIVE STUDY SCHEDULES AMONG ACADEMICALLY DEFICIENT STUDENTS. Washington State University, 1970, 31(6), 2682-A.

It was concluded that the use of high probability behaviors to reinforce study scheduling behaviors was not an effective treatment within the limitations of this study. A trend favoring the treatment group was noted on the time-spent-studying variable and it was recommended that the seven weeks treatment period be extended. It was also suggested that a more careful specification of the high probability behaviors could offer greater opportunity for the manipulation of the contingencies. (Author)

(699) 71-400 Evans, James Joseph. AN ANALYSIS OF ACADEMIC ACHIEVEMENT AND EDUCATIONAL ATTITUDES OF STUDENTS IN A SENIOR HIGH SCHOOL. Wayne State University, 1970, 31(7), 3264-A.

The findings of the study indicated that the student's expressed attitudes toward education and his academic progress were congruous. Second, the study showed that the student's expressed attitudes toward education and his perception of his parents' attitudes toward education were congruous. Third, the study suggested that the educational attitudes expressed by the students--if the student's perception of his parents' attitudes toward education are accurate--most likely originated in, or at least were promoted by, the student's family. And lastly, the study implied that the high-performing students in the sample were able to adjust and succeed in the educational program offered in a large comprehensive inner-city school. (Author)

(700) 71-9806 Ewig, Dorlesa Barmettler. THE RELATIONSHIP BETWEEN ANOMIE, DOGMATISM, AND SELECTED PERSONAL-SOCIAL FACTORS AMONG ASOCIAL ADOLESCENT BOYS. University of California, Berkeley, 1970, 31(10), 5197-A.

The researcher concludes that theoretical assumptions regarding the relationship between anomie, dogmatism, and asociality are true for White American adolescents. Dogmatism does not appear to be significant in Black and Mexican American asociality. (Author)

(701) 71-5418 Farrell, Bernard Joseph A SURVEY AND ANALYSIS OF THE ATTITUDES OF NON-NEGRO PARENTS IN SELECTED PORTLAND ELEMENTARY SCHOOLS. Oregon State University, 1971, 31(8), 4299-A.

In summary, it was found that the non-Negro parents were: (1) opposed to bussing; (2) favorable toward the concept of neighborhood schools; (3) concerned about the effect of the Negro child on the social behavior of other children; (4) strongly opposed to displays of militancy; (5) concerned about interracial relationships between boys and girls; and (6) very favorable toward open housing and fair employment. The middle socio-economic class parent seem to have the most negative attitudes toward the integration of Negroes. (Author)

(702) 71-10,858 Felker, Kenneth Robert. THE EFFECTS OF FORCED COUNSELING UPON COUNSELOR TRAINEES. Kent State University, 1970, 31(11), 5761-A.

The purpose of this study was to determine the relationship of forced counseling upon counselor trainee effectiveness as assessed by the O'Hern Test of Sensitivity, supervisor, peer and client ratings. It was concluded that forced counseling had little measurable effect upon counselor effectiveness for counselor trainees. Those trainees who received counseling were not rated as being significantly more effective than their peers who had not participated in the counseling experience. The O'Hern Test of Sensitivity did not prove to correlate highly with the other established measures of counselor effectiveness: supervisor, peer and client ratings. (Author)

(703) 71-10,865 Felker, Sally Anna. THE RELATIONSHIP BETWEEN COMMUNICATION AND DISCRIMINATION SKILLS AND SELECTED FACTORS OF PERSONALITY, INTELLECT, AND EXPERIENCE IN COUNSELOR TRAINEES. Kent State University, 1970, 31(10), 5122-A.

An analysis of the data yielded the following results: (1) there was a significant negative correlation between communication skills and dogmatism; (2) High Discriminating-Low Communicators were older and possessed more teaching experience than High Discriminating-High Communicators; and (3) discrimination skills, undergraduate grade point averages, and Miller Analogies Test scores formed the most effective set of predictors of communication skills. (Author)

(704) 71-3017 Fericks, Franklin Herbert. COUNSELING EDUCATIONALLY DISADVANTAGED VETERANS FOR G.I. BILL EDUCATION. University of Utah, 1970, 31(8), 3872-A.

Results indicated that a significantly greater number of male, nonhigh school graduate veterans entered counseling through the informal approach, personal contact, than through the form letter method. After the counseling relationship had been established, the proportion of veterans enrolling in G.I. Bill programs was the same regardless of which methods of initial contact had been used to effect counseling appointments. (Author)

(705) 71-11,836 Fiedler, Lois Jean. THE COMPARATIVE EFFECT OF TWO SYSTEMATIC COUNSELOR INSERVICE TRAINING TREATMENTS UPON THE INFORMATION-SEEKING BEHAVIORS OF CLIENTS. Michigan State University, 1970, 31(11), 5762-A.

Support was found for the hypothesis that a five-hours laboratory experience of systematic in-service training, focused on specific counselor functions, would produce significantly greater frequency and greater variety of information-seeking behaviors than other inservice training treatments or no inservice training. A written package of the systematic inservice training materials presented on an independent study basis failed, however, to produce any results significantly different than a package of relevant professional literature or no inservice treatment. (Author)

(706) 71-11,145 Fisher, James Edward. AN EXPLORATION OF THE EFFECT OF DESEGREGATION OF THE EDUCATIONAL PLANS OF NEGRO AND WHITE BOYS. Oklahoma State University, 1970, 31(10), 5548-A.

The first hypothesis was rejected in that it was found that fewer boys in high proportion Negro schools had higher educational plans than Negro and white boys in predominantly white schools. Similarly, the second hypothesis was rejected when it was found that Negro boys who did not transfer from high proportion Negro schools had as much negative change in educational plans as Negro boys who transferred to predominantly white schools. (Author)

(707) 71-27 Fitzpatrick, Edward J. CATHOLIC ELEMENTARY SCHOOL TEACHERS' FAMILIARITY WITH, UTILIZATION OF, AND EVALUATION OF GUIDANCE TECHNIQUES AND PROCEDURES IN RELATION TO SELECTED SOCIOECONOMIC VARIABLES. Fordham University, 1970, 31(7), 3264-A.

In the criterion variables, unfamiliarity with, and positive evaluation of guidance techniques, significant differences were found between teachers with limited (six or fewer credits) course work and teachers with moderate to extensive course work (more than seven), The direction of the means indicated that in general, the greater the degree level, the experience level, and the course level the greater the classroom teachers' guidance functioning and awareness. The introduction of a guidance specialist did not consistently develop greater guidance functioning or awareness by classroom teachers in relation to the three variables studied. (Author)

(708) 70-23,203 Flanningan, Michael William. A STUDY OF ATTITUDE CHANGES THROUGH GROUP PROCESSES. University of Northern Colorado, 1970, 31(5), 2102-A.

This study concerned itself with the investigation of group involvement classes versus lecture classes, and their effect on changes of attitudes. Of further concern was whether the length of time for the group meetings had any significance. The outcome suggested that students do become more flexible after participation in Group Process. The number of times, or number of days per week a group met did not have an effect on attitude change, and group process seemed to have more of an effect on change of attitudes when compared to lecture classes. (Author)

(709) 71-8773 Florak, Edward Leon. CHANGES IN SELECTED VARIABLES RESULTING FROM GROUP COUNSELING IN A DEVELOPMENTAL READING COURSE. University of Pittsburgh, 1970, 31(10), 5123-A.

The following conclusions were drawn from the findings. The change in Ego-strength by the members of the Experimental Group resulted from the atmosphere created by the group and the stimulation provided by the weekly experiments. However, the same group atmosphere and stimulation were not sufficient to change the study attitudes of the students in the Experimental Group. Removing students from one regular class meeting a week in order to participate in group counseling does not impede their learning of study habits and development of reading skills. (Author)

(710) 71-4492 Foster, James Andrew. AN EXPLORATORY STUDY OF HOLLAND'S THEORY OF VOCATIONAL CHOICE AND ROTTER'S SOCIAL LEARNING THEORY. University of North Dakota, 1970, 31(9), 4458-A.

This study aimed at examining the interplay between internal-external locus of control and consistent and inconsistent vocational patterns to determine whether the apparent differences between personality theory and vocational choice theory could be reduced. Contrary to expectations there appeared to be little empirical relationship between Rotter's social learning theory and Holland's theory of vocational choice, despite the similarities which seemed to exist at a theoretical level. Whereas academic ability was related to locus of control no relationship existed between vocational patterns and this construct. In terms of academic achievement, significant differences were found for locus of control and for academic ability, but not for vocational patterns. (Author)

(711) 71-4233 Fowler, Delbert Hugh. THE RELATIONSHIP OF THE ADVANCED PLACEMENT PROGRAM IN THE SALT LAKE CITY HIGH SCHOOLS OF HIGHLAND, SOUTH AND WEST, TO COLLEGE ACHIEVEMENT AT THE UNIVERSITY OF UTAH. University of Utah, 1970, 31(8), 3952-A.

The study demonstrated that students in the APP maintained their superior position in earning grades when they moved into the college curriculum. The AP students clearly believed that neither the high school nor the University was meeting their needs as far as counseling and guidance was concerned. More involvement in the planning of the educational process and direction was an expressed need of these students. The AP students noted a general satisfaction with the latitude that they enjoyed as college students. (Author)

(712) 70-26,282 Frericks, Donald John. CAREER DIMENSIONS OF OHIO SCHOOL COUNSELORS. The Ohio State University and Miami University, 1970, 31(7), 3265-A.

The following conclusions were derived from the information that was obtained in this study: (1) men were involved in school counselor occupational mobility at a much higher rate than women; (2) one out of every two "New Counselors" had taken some course work beyond the master's level by the time he began his work as a school counselor; (3) a significant number of "School Counselors Who Left Guidance Work For Another Job In Education" never achieved certification even after working as a school counselor for an average of 4.19 years; (4) one occupational experience that all school counselors have had is teaching; and (5) many counselors believe that acceptance of an administrative position represents a normal professional advancement for them and appear to be dissatisfied with the work of the school counselor. (Author)

(713) 71-1102 Friedman, Martha Schwabinger. FAMILY LIFE EDUCATION FOR EXPRESSED ACCEPTANCE OF SELF AND OTHERS. Columbia University, 1970, 31(7), 3335-A.

The statistical results suggest that family life education has a positive re-educative effect upon psychiatric patients in a day hospital program. This implies the capacity to think coherently in a structured setting around issues of relevance related to family life. If it is assumed that family life education has salutory effects upon normal populations, then psychiatric patients whose earlier training in the family reflect their inability to function, may profit from this course of study. (Author)

(714) 70-20,387 Friedman, Vicki Sharon. THE EFFECTS OF SENSITIVITY TRAINING ON STUDENTS AT A MAJOR METROPOLITAN UNIVERSITY. St. Louis University, 1969, 31(5), 2102-A.

The investigation concluded that personality as measured by the Sixteen Personality Factor Test Form A does not change significantly after sensitivity training; it appears likely that sensitivity training does affect the perceptions others have of some individuals commensurate with the length of time spent in the group. (Author)

(715) 70-22,452 Fritts, Patricia Jean. THE JOB AREA PREFERENCES AND JOB VALUE ASSIGNMENTS OF LOW INCOME INNER CITY BLACK AND WHITE YOUTH. (Pages 83-92, "Job Preference Scale" and "Job Values Scale" not microfilmed at the request of Boston University.) Boston University School of Education, 1970, 31(5), 2001-A.

The Job Preference Scale and the Job Values Scale were constructed to measure the job area preferences and job value assignments of the study population. The findings supported the study rationale with respect to the predicted preference on the part of black youth for business and technical occupations. The data also reflected the predicted preference on the part of white youth for occupations in the skilled trade area. While the data on job value assignments provided partial support to the rationale relating to proposed differences between black and white youth, the results were inconclusive. This was also the case with the data relating to the proposed positive association between job value assignments and job area preferences. (Author)

(716) 71-1311 Fullerton, Sally Ann. DEVELOPMENT AND CHANGE IN SELF CONCEPT DESCRIPTIONS AND CONCURRENT CHANGES IN SCHOOL BEHAVIOR OF JUNIOR HIGH SCHOOL STUDENTS. University of Oregon, 1970, 31(7), 3265-A.

It was concluded that there is a sequence in self concept development in terms of number and abstraction level of attributes used in self description, and that abstraction level and self concept scores are related to school adjustment problems. Further, changes in self concept scores can be induced by participation in a teacher-helper program, but abstraction level and school behavior does not change concurrently with these changes in self concept. (Author)

(717) 70-21,657 Funke, Thomas Milton. THE EFFECTIVENESS OF INDIVIDUAL AND MULTIPLE COUNSELING APPROACHES ON THE ACADEMIC SELF-CONCEPT OF OLDER ELEMENTARY SCHOOL CHILDREN WITH SOCIAL, EMOTIONAL, AND LEARNING PROBLEMS. The University of Michigan, 1969, 31(5), 2103-A.

Three major hypotheses were investigated in this study. The first, to determine whether a counseled group of students develops more positive academic self-concepts than a non-treated group, was rejected. The second was to ascertain whether the effects of differential treatment were related to the type of treatment input. Findings from teacher reports and child self-measures verified that counseling had a positive effect on two of the four treatment groups in a number of areas related to academic self-concept. Finally data confirmed the third hypothesis, that is that a relationship does exist between counseling and attitudinal change in teachers and mothers. (Author/CG)

(718) 71-8641 Gallegos, Ruben. A COMPARTIVE STUDY OF ACHIEVEMENT AND ADJUSTMENT OF MEXICAN-AMERICAN MIGRANT AND NON-MIGRANT CHILDREN IN THE ELEMENTARY SCHOOL. East Texas State University, 1970, 31(9), 4380-A.

Conclusions showed that Mexican-American migrant children scored at the same grade level as Mexican American non-migrant children as indicated by the results of the Stanford Achievement Test. The Mexican-American non-migrant children scored lower than Mexican-American Migrant children as indicated by the results of the Scholastic Testing Service Junior Inventory. (Author)

(719) 71-7457 Gansneder, Bruce Michael. RELATIONSHIPS AMONG TEACHERS' ATTITUDES, STUDENTS' ATTITUDES, AND STUDENTS' ACHIEVEMENT. Ohio State University, 1970, 31(9), 4381-A.

The study was basically an ex post facto study using available data. The population for the study consisted of sixth grade students in 116 schools in a large midwestern school system. Two sets of data were collected. Tests on the initial data seemed in indicate that teacher attitudes make a difference on students' achievement in "poor black" schools but not in "poor white" or "middle class white" schools. Students in "white" schools felt more positively than students in "black" schools about school plant, community support, pupil relations, teacher-student relationships, and general feelings about school; and their total attitude score was higher. (Author)

(720) 71,11,842 Gardner, William Eurenstoff. A STUDY OF HOW SELECTED PERSONAL CHARACTERISTICS OF COUNSELORS ARE RELATED TO THEIR EFFECTIVENESS AS SEEN BY BLACK COLLEGE STUDENTS. Michigan State University, 1970, 31(11), 5762-A.

In the eyes of Black college students counselors of different levels of education, experience and race can function as effective change agents. Black counselors will be seen by Black college students counselees as able to function at higher facilitative levels with Black students than white counselors. This study substantiated the view which has been presented in the literature regarding the fact that counselors who generate high levels of facilitative conditions have a greater potential to be helpful to Black students than counselors who generate low levels of facilitative conditions. (Author)

(721) 71-6010 Garlie, Norman Wayne. CHARACTERISTICS OF TEENAGERS WITH ALCOHOL RELATED PROBLEMS. University of Utah, 1971, 31(9), 4544-A.

The present study attempted to describe the demographic and personality characteristics of a group of youngsters with alcohol related problems who attended the "Youth Section" of the Nineteenth Annual Utah School of Alcohol Studies. A related problem was to measure knowledge and attitude change of the participants during a week of intensive exposure to information on alcohol and alcoholism. The results were mainly descriptive in nature. It was concluded that changing knowledge of teenagers about alcohol and alcoholism by intense exposure to information over a short time span can be undertaken successfully. However, changing attitudes toward alcoholism was ineffective with such an exposure except when specific factual material effected a specific attitude change. There was a difference in the personality characteristics of the individuals who left the study and those who completed all testing. (Author)

(722) 71-11,843 Gaston, Joseph Alexander. A COMPARISON OF THE PERSONALITY CHARACTERISTICS OF NORTHERN AND MIDWESTERN URBAN AFRO-AMERICAN FRESHMEN, SOUTHERN TOWN AND RURAL AFRO-AMERICAN FRESHMEN, AND SOUTHERN AFRO-AMERICAN COLLEGE STUDENT PERSONNEL STAFF. Michigan State University, 1970, 31(11), 5843-A.

It was concluded that differences in the characteristics of northeastern and midwestern urban areas and southeastern small towns and rural areas influenced differences in personality orientations for Afro-American freshmen reared and educated in northern and midwestern urban cities, Afro-Americans reared and educated in town and rural areas of the southeast, and southern Afro-American college student personnel staff as measured by the California Psychological Inventory and the Tennessee Self Concept Scale. These differences in the areas of residence in which these groups were reared and educated did not influence significant differences in personality types as derived by the Myers-Briggs Type Indicator. (Author)

(723) 71-291 Gay, Dennis Arthur. REHABILITATION SUSTENTION OF SUCCESSFULLY REHABILITATED CLIENTS IN AN EXPERIMENTAL VOCATIONAL REHABILITATION PROGRAM. University of Wisconsin, 1970, 31(11), 5763-A.

In general, the results indicated that the majority of subjects sustained their level of rehabilitation realized at closure, with a number of them actually increasing their rehabilitation level at a later date. Furthermore, from the results it could not be assumed that a significant relationship existed between the amount of time from successful closure to longitudinal follow-up months since closure - and rehabilitation sustention. A significant difference was detected repeatedly between the cultural and medical clients in terms of their sustention profiles: more culturals and fewer medicals were represented in a profile revealing both rehabilitation "gain" during the rehabilitation process and "sustention" after closure. (Author)

(724) 71-7635 Geoghagan, James Landon. AN ACTION APPROACH TO GROUP COUNSELING: AN EXPERIMENTAL STUDY. University of Tennessee, 1970, 31(9), 4458-A.

The purpose of this investigation was to develop and test a reality-based method of group counseling on a small group of low achieving fifth grade boys. It was found that the students involved in this method of group counseling made significant gains in academic performance as measured by the number of homework papers turned in when compared to the control groups. Although there were meaningful differences in attitudes toward school and figures related to school, only the potency level of the semantic differential scale using the term School reflected statistically significant differences between the experimental and control groups. There were no significant differences found on self-assessment between the experimental and control groups as reflected by pre and post scores on a personality test. (Author)

(725) 70,21,662 Gess, Larry Robert. THE EFFECTS OF INFORMATION WHICH IS PROVIDED TO TEACHERS CONCERNING STUDENTS ON THE ATTITUDES AND THE BEHAVIORS OF THE TEACHERS AND THE STUDENTS. University of Michigan, 1970, 31(5), 2177-A.

The treatment information caused teachers to have higher presession expectations for the performance of students for whom the information was more positive than were the teachers' expectations for the performance of students for whom the information was less positive. The effect of the treatment information on other dependent variables--teacher verbal behaviors, student verbal behaviors, student achievement, and student attitudes toward the teachers--was not statistically significant except for the amount of time that students initiated state-

ments during experimental sessions. Two teacher verbal behaviors–teachers' use of students' statement and other behaviors, and the frequency of teachers' questioning of students–and two student verbal behaviors–students' positive self-expression and students' talk–were found to be positively associated with the teachers' post session expectations. (Author)

(726) 71-6674 Giampocaro, Price Joseph. ROLE OF THE COUNSELOR IN THE COMPREHENSIVE COMMUNITY COLLEGE. University of Virginia, 1970, 31(9), 4459-A.

Presidents' preferred, deans' preferred, counselors' actual and ideal functions were examined regarding ten specific variables and one non-specific variable. The data resulted from the respondents' opinions of preferred or actual functions. The examined variables were: (1) admissions counseling; (2) personal-social counseling; (3) orientation; (4) testing; (5) financial aid; (6) information service; (7) followup and research; (8) academic advisement and program planning; (9) placement (vocational and transfer); and (10) group counseling. Of all the examined functions, only placement had no significant differences of opinions. Counselors' actual and ideal functions differed to a much greater extent than presidents', deans', and counselors' preferred functions. It was concluded that there is more role concensus than lack of consensus as manifested by the respondents. (Author)

(727) 71-3331 Gies, Frederick John. VALUES CONCERNING DISADVANTAGED PUPILS IN DIFFERING ORGANIZATIONAL CLIMATES. University of Missouri – Columbia, 1970, 31(8), 3811-A.

The purpose of this study was to identify and analyze (1) the values of urban elementary school teachers concerning disadvantaged pupils, (2) the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers, and (3) the difference between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers, in relation to the type of Organizational Climate within which the teachers were functioning or perceived themselves to be functioning. (Author)

(728) 70-23,262 Gilart, Thomas Edgar. SELF-REGARD, MALADJUSTMENT, AND CREATIVE POTENTIAL AMONG COLLEGE COUNSELEES, CREATIVES, AND NORMALS. St. John's University, 1970, 31(5), 2177-A.

Several hypotheses were confirmed by the data from this study. College counselees were significantly lower in creative potential than the college normal group; and, for all subjects, a low level of maladjustment was associated with a significantly lower level of creative potential than either a moderate or a high level of maladjustment. The study concluded that the measure of maladjustment, was also reflective of what has been described elsewhere as the "openness to experience" of creative persons. (Author)

(729) 70-21,393 Gillham, Bill Lyle. THE DIFFERENCES BETWEEN ACHIEVEMENT GROUPS, INTELLIGENCE GROUPS, SEX GROUPS, AND SOCIO-ECONOMIC GROUPS IN THEIR PERCEPTION OF THE SAME ELEMENTARY CLASSROOM SITUATIONS. Oklahoma State University, 1969, 31(8), 3952-A.

Although there appeared to be no relationship between perceptual style and achievement group, intelligence group, socioeconomic group, or sex group on the basis of this study, the fact that negative perceiving children exist in each classroom is of interest to the school which teaches the whole child. (Author)

(730) 70-21,132 Glatt, Cynthia Joy W. THE RELATIONSHIP OF LEVEL OF DIFFERENTIATION, ACCEPTANCE OF AUTHORITY AND LOCUS OF CONTROL TO READINESS FOR VOCATIONAL PLANNING IN EIGHTH GRADE BOYS. New York University, 1970, 31(5), 2179-A.

It was hypothesized that two different developmental patterns would be manifested. One would be characterized by high readiness for vocational planning, a high level of differentiation, disagreement with authoritative statements and acceptance of responsibility for academic successes and failures. The other developmental pattern would be characterized by low readiness for vocational planning, a low level of differentiation, agreement with authoritative statements and a lack of acceptance of responsibility for academic successes and failures. However, the data failed to provide the predicted relationships. Explanations for this were suggested. (Author)

(731) 71-5742 Glidden, Harold Guy. A STUDY OF THE EFFECTS OF USING SOS GUIDANCE RESEARCH INFORMATION WITH STUDENTS IN GRADE NINE AND GRADE TWELVE. University of Iowa, 1970, 31(9), 4459-A.

The Vocational Information and Activities Inventory (VIAI) was administered to the study participants immediately before and after a five month experimental period. This instrument assessed the: (1) number of questions about vocational schools which a student feels capable of answering; (2) number of vocational exploratory activities completed; and (3) attitudes concerning vocational exploratory activities. Results suggest that: (1) there is no evidence that SOS Booklets as a separate entity have any effect on the cognitive understanding of post-high school educational opportunities by ninth or twelfth grade students when other materials are available; (2) there was no evidence that SOS Booklets as a separate entity have any effect on the number of vocational investigative behaviors completed by ninth or twelfth grade students when other occupational information sources are available; and (3) there was no evidence that SOS Booklets as a separate entity have any effect on the attitudes of ninth or twelfth grade students about vocational investigative behaviors when other occupational information materials are available. (Author)

(732) 71-9698 Gold, Robert Donald. ALTERATION OF THE SELF CONCEPT AND ATTITUDES TOWARD OTHERS USING GROUP BEHAVIOR MODIFICATION TECHNIQUES. Arizona State University, 1971, 31(10), 5125-A.

Conclusions drawn from the findings were that the counselor's selective responding had no significant effects on the subjects' verbal behavior or covert attitudes, particularly for this population. It was suggested that counselors with different ethnic or racial backgrounds might be more effective using the same methodology. (Author)

(733) 71-479 Gold, Sandra O. THE EFFECT OF COUNSELOR-CLIENT DISSIMILARITY ON COUNSELOR JUDGMENT. (Pages 195-196, "Secondary-School Record-Transcript," not microfilmed at request of author. Available for consultation at Rutgers University, The State University of New Jersey Library.) Rutgers University, The State University of New Jersey, 1970, 31(8), 3952-A.

Evaluation of the interaction effects of race and socioeconomic class revealed that significantly more marginal lower-class students, with no preference for race, were consistently selected for success in college, and significantly judged as demonstrating need for counseling. (Author)

(734) 70-22,507 Golden, Robert STUDENT COUNSELOR ATTITUDE CHANGE AS RELATED TO PERCEPTION OF THE SUPERVISORY RELATIONSHIP. Boston University School of Education, 1970, 31(5), 2104-A.

There were three major implications drawn from the study. First, the findings did not lend support to the view that counselor supervision can best be investigated by studying the interpersonal perceptions of the participants. Secondly, the aspect of Rogerian theory which implies that the student counselor's perceptions of the supervisory relationship are crucial to his attitude change was questioned. Lastly, other aspects of Rogerian theory that led to predictions of a correlation between supervisor perceptions and student counselor attitude change was not supported. (Author)

(735) 71-1442 Goldstein, Sanford Gary. AN INSERVICE PROGRAM'S IMPACT ON TEACHER ATTITUDE AND CLASSROOM INTERACTION PATTERNS. The University of Rochester, 1970, 31(7), 3266-A.

The findings indicated that it was possible at the conclusion of a 15 week inservice program to observe changes in selected teacher attitudes and classroom interaction patterns. The direction of these changes suggested that the teachers developed more positive attitudes toward their students and that they displayed more student oriented and indirect interaction patterns within their classrooms. (Author)

(736) 71-3559 Gourley, Martha Howell. THE EFFECTS OF INDIVIDUAL COUNSELING, GROUP GUIDANCE, AND VERBAL REINFORCEMENT ON THE ACADEMIC PROGRESS OF UNDERACHIEVERS. University of North Carolina at Chapel Hill, 1970, 31(8), 3873-A.

It appears that individual non-directive counseling, group guidance, or verbal reinforcement for a short period of time does not seem to help the academic underachiever improve on an achievement measure but individual non-directive counseling for a short period of time does seem to help improve the study habits and attitudes of underachievers. (Author)

(737) 71-7167 Grantham, Robert J. THE EFFECTS OF COUNSELOR RACE, SEX, AND LANGUAGE VARIABLES IN COUNSELING CULTURALLY DIFFERENT CLIENTS. State University of New York at Buffalo, 1970, 31(9), 4459-A.

Specifically, the hypothesis tested was that clients who are counseled by counselors who are most similar to them will make the most progress in counseling. There were two significant outcomes. First, subjects preferred black counselors to a significantly greater degree than white counselors. Second, female counselors were preferred to significantly greater degree than male counselors. Language was not a significant variable in any of the analyses. (Author)

(738) 71-21,395 Graven, Alma Lesher. COUNSELOR EDUCATIONAL EXPERIENCES AND COMPETENCIES: ELEMENTARY-SECONDARY. Oklahoma State University, 1969, 31(8), 3873-A.

It was concluded that the perceptions of counselor educators and school counselors responding in this study on the Educational Experiences needed did not appear to have significant disparity to warrant two separate educational programs for elementary and secondary school counselors. Likewise, it was concluded from the responses of counselors and counselor educators that school counselors, elementary and secondary, did need similar competencies. (Author)

(739) 71-5582 Greene, Elaine Frema. COUNSELOR VERBAL BEHAVIOR AS A FUNCTION OF AGGRESSIVE VS. SUBMISSIVE CLIENT DEMEANOR: A CONTENT ANALYSIS OF AN INITIAL INTERVIEW ANALOGUE. Columbia University, 1970, 31(8), 3953-A.

The results indicated that counselors do emit significantly different verbal behavior in response to aggressive vs. submissive client behavior, as well as to such behavior aimed at themselves rather than toward others. Submissive individuals elicit "comforting" reactions and reflections of their feelings significantly more than do aggressive individuals. The latter, on the other hand, tend to evoke more passivity, more avoidance, and more active interpretive responses from counselors. (Author)

(740) 71-7021 Groenheim, Henri Arnold. AN ANALYSIS OF SELF-IDEAL DISCREPANCY SCORES OF A COUNSELED AND NONCOUNSELED GROUP OF HIGH SCHOOL STUDENTS. Florida State University, 1968, 31(9), 4460-A.

Counseling, per se, did not assist the participating students, as a total group, to achieve a self-concept in which the perceived self became more congruent with the ideal-self at the post-counseling and followup points. The sex of the counselee seemed to be a factor in the effects of helping the counseled males reduce their discrepancy scores, but were not effective in assisting the counseled females to lower their scores. (Author)

(741) 70-26,507 Gurney, David V. CLIENT LISTENING AS A FACTOR IN PERCEPTUAL REORGANIZATION. State University of New York at Buffalo, 1970, 31(6), 2682-A.

Four hypotheses were generated to investigate whether tape listening accelerated client perceptual reorganization in measurable ways and to determine the extent to which perceptual reorganization depended upon presented levels of therapeutic conditions. Among the conclusions were: (1) in a secondary school population counselee tape listening was not significantly more effective in producing greater perceptual reorganization than listening to training tapes or no tape listening, and (2) the interaction of high levels of therapeutic conditions and client tape listening did not produce a greater degree of perceptual reorganization than low levels of therapeutic conditions interacting with client tape listening. (Author)

(742) 71-4180 Guthrie, Ouida LaVerne. THE HIGH SCHOOL COUNSELOR'S DUTIES AND RESPONSIBILITIES AS PERCEIVED BY COUNSELORS, PRINCIPALS, SUPERINTENDENTS AND COUNSELOR EDUCATORS. University of Northern Colorado, 1970, 31(8), 3874-A.

Conclusions were that (1) counselors and principals in the Texas high schools differed significantly in their perceptions of the duties and responsibilities of the high school counselor; (2) counselors differed significantly from their superintendents and counselor educators in their perceptions of the duties and responsibilities of a high school counselor; (3) principals and their superintendents do not differ significantly in their perceptions of a high school counselor's duties and responsibilities; (4) high school principals' and superintendents' perceptions of the duties and responsibilities of a counselor differed significantly from the perceptions held by the counselor-educators; and (5) counselors' perceptions of the duties and responsibilities which they feel they should be performing for the most effective counseling program do not differ significantly from those duties and responsibilities which are being performed by them. (Author)

(743) 71-1316 Hagey, Sylvia Joan Joy. RISK TAKING, SELF COMPLEXITY, AND ROLE CHOICE AT TWO STAGES IN THE LIVES OF COLLEGE WOMEN. University of Oregon, 1970, 31(7), 3638-A.

Interruption of college was related to: (1) marital status; (2) marital plans; (3) academic major; (4) probable work goal;

(5) ideal work goal; (6) anticipated intensity of participation in the work role; and (7) perception of parents as an influential factor in role decisions. Those who have interrupted college seemed to have crystallized the content of the work role along more professional lines, and seemed to be less dependent on parents for decision making. (Author)

(744) Haggerty, Maureen. THE EFFECTS OF BEING A TUTOR AND BEING A COUNSELEE IN A GROUP ON SELF CONCEPT AND ACHIEVEMENT LEVEL OF UNDER-ACHIEVING ADOLESCENT MALES University of Pittsburgh, 1970, 31(9), 4460-A.

The purpose was to examine alternative means of increasing the scholastic success of underachievers. The results of the study demonstrated that under-achievers do have a lower self concept and poorer attitude toward school than do other students in the general school population. An examination of the results of the study indicates that the tutoring treatment appears to have been more effective than the group counseling treatment. Tutoring and counseling may aid in keeping underachieving students from dropping out of school. It was concluded that tutoring can provide a means of changing an under-achiever's self concept and GPA. (Author)

(745) 70-20,550 Hall, Gwendolyn Lee Oglesby. AN INVESTIGATION OF THE COUNSELOR-COUNSELEE VERBAL INTERACTION WITHIN THE SECONDARY SCHOOL COUNSELING INTERVIEW. East Texas State University, 1970, 31(5), 2104-A.

From the evidence obtained in this study, counselor-counselee sub-roles were located and plotted on a continuum in order to exhibit verbal interaction. The development of a linear scale was effective in exhibiting counselor-counselee interaction. The sub-roles were analyzed and reported to indicate counselor-counselee verbal interaction from this scale by visual inspection. The study also showed that counselor-counselee sub-roles can be converted into four basic categories, which will provide a basis for studying interaction within the counseling interview. Finally, there was an adequate sample of counselor-counselee sub-role interaction to serve as a basis for developing a scale and to provide sufficient data for tentatively exploring the questions involved in this study. (Author)

(746) 71-3263 Hamblin, Mary June Adams. THE EFFECT OF TOKEN EXCHANGE INSTRUCTION AND PEER TUTORING ON I.T.A. READING ABILITY OF DISADVANTAGED PRE-SCHOOL CHILDREN. St. Louis University, 1970, 31(8), 3777-A.

The purpose of this experiment is to develop and evaluate a method of teaching reading which makes early learning to read for the culturally disadvantaged child. The findings indicate that the children on both peer tutoring and a token exchange for reading did exceptionally well. The high-to-medium I.Q. children read about four times more and the low I.Q. children read about 1.2 times more than the high-to-medium controls. (Author)

(747) 70-23,157 Hampton, Claudia Hudley. THE EFFECTS OF DESEGREGATION OF THE SCHOLASTIC ACHIEVEMENT OF RELATIVELY ADVANTAGED NEGRO CHILDREN. University of Southern California, 1970, 31(5), 2053-A.

The conclusions reached were that Negro pupils in the primary grades and middle-class segregated schools achieve in reading, subject grades, and citizenship grades equally as well as Negro pupils in primary grades of middle-class integrated schools. Thus, the findings of this study showed that socioeconomic status is a crucial variable affecting the individual's scholastic performance at the elementary school level. Young pupils who have roughly comparable experiential backgrounds outside the school setting will respond in much the same way to the formal educational experience whether it be integrated or segregated. (Author)

(748) 71-9402 Hanley, Dennis Eugene. THE EFFECTS OF SHORT-TERM COUNSELING UPON HIGH SCHOOL UNDERACHIEVERS' MEASURED SELF-CONCEPTS, ACADEMIC ACHIEVEMENT, AND VOCATIONAL MATURITY. Purdue University, 1970, 31(10), 5125-A.

Short-term individual or group counseling did not enhance high school underachievers' vocational maturity, self-concept of ability or academic achievement. Further, it was concluded that male and female high school underachievers differ in measures of vocational maturity, academic achievement and self-concept of ability. Generally, males compared to their female counterparts, were more vocationally mature but lower in academic achievement and self-concept of ability. (Author)

(749) 71-4795 Hanna, Nicholas John. THE EFFECTS OF DIFFERENTIAL STYLES OF GROUP COUNSELING ON ACADEMIC UNDERACHIEVERS. (Appendix B: "Survey of Study Habits and Attitudes, Form C," pages 71-79, not microfilmed at request of author. Available for consultation at Ohio University Library.) Ohio University, 1970, 31(11), 5763-A.

The study compares the effectiveness of two different methods of group counseling on academic underachievers. One group is counseled by group counseling that is content-oriented, and a second by group counseling that is relationship-oriented. A third group was a control group. Results indicate: (1) there were no significant differences among the posttest group mean GPA's of the three groups; (2) there were no significant differences among the posttest group mean scores on the study orientation scale of the Survey of Study Habits and Attitudes of the three groups; and (3) there were no significant differences among the posttest profile means of the five factors related to academic achievement on the Waters' Student Characteristics scale of the three groups. It seems that it apparently does not matter which style of group counseling is used. (Author)

(750) 71-4395 Hansen, Russell Warren. A STUDY OF ROLE CONFLICT: THE CASE OF THE MARRIED COLLEGE STUDENT. Washington State University, 1970, 31(8), 4296-A.

General conclusions are the following: (1) men's grades in college are affected positively by marriage and children; (2) among men marriage alone probably enhances their determination to stay in school and their level of occupational aspiration; (3) the arrival of children probably has an adverse effect on men's ability to stay in school and on level of occupational/educational aspiration; (4) women's grades in college are not adversely affected, but women's ability/williness to stay in school and their aspirations for a career or for a bachelor's or higher degree are frustrated by marriage and children. (Author)

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(751) 71-2079 Hardwick, Mark William. AN INSTRUMENTED SELF-AWARENESS PROGRAM FOR COLLEGE STUDENTS: THE EVALUATION AND DESCRIPTION OF THE EFFECTS OF GROUP COMPOSITION AND LEARNING CLIMATE ON SELECTED SELF-CONCEPT AND GROUP EXPERIENCE VARIABLES. Michigan State University, 1970, 31(8), 3900-A.

The author concludes that (1) a strong positive relationship does exist between group compatibility on need interchange and group cohesiveness; (2) the more compatible a group is on interpersonal need interchange the more likely the group is to be productive on a task related activity; (3) an instrumented learning style for sensitivity training can be as effective as leader-led or self-directed styles using this self-awareness program; and (4) compatibility on need interchange has predictable impact on self-concept variables of self-esteem, self-criticism, and conflict. (Author)

(752) 70-23,716 Harpel, Richard Lee. THE EFFECT OF ENCOUNTER GROUP COMPOSITION UPON SOCIAL AND POLITICAL ATTITUDES. University of Colorado, 1970, 31(6), 2683-A.

It would appear that the marathon group encounter experience has no consistent overall effect on the social and political attitudes of participants. When change was detected, it appeared to be toward further polarization. In the process, liberals perceived the entire polarized group experience more negatively than conservaties. (Author)

(753) 71-4496 Harper, Richard Allen. THE EFFECTS OF SEX AND LEVELS OF ACQUAINTANCE ON RISK-TAKING IN GROUPS. University of North Dakota, 1970, 31(9), 4461-A.

It was concluded that the sex composition of the groups affects the amount of shift toward risk made by the group members and that low acquaintance groups take greater risks than high acquaintance groups. Furthermore, the results indicate that sex and acquaintance level should be considered together with investigating risk-taking behavior in groups. Finally, it was concluded that familiarization does not influence risk-taking behavior. (Author)

(754) 71-7475 Harris, Charles Miniard. THE INFLUENCE OF INDIVIDUALIZED COUNSELING ON THE SCHOLASTIC SELF-CONCEPT OF EARLY AND MIDDLE ADOLESCENTS. The Ohio State University, 1970, 31(10), 5126-A.

It is concluded that scholastic self-concept is a dimension of personality which consists, at least, of three factors: Certainty, Attitude, and Accuracy. The independence among scholastic self-concept and common measures of scholastic aptitude and achievement justify their combined use when studying adolescents in a school setting. Developmental differences exist in scholastic self-concept between early and middle adolescent males. And, scholastic self-concept is a relatively stable dimension of personality for both early and middle adolescents. (Author)

(755) 71-2081 Harris, George Dewey, Jr. A STUDY OF CITIZEN PARTICIPATION IN THE EDUCATIONAL DECISION-MAKING PROCESS AS PERCEIVED BY PARENTS FROM A LOWER SOCIOECONOMIC NEIGHBORHOOD. Michigan State University, 1970, 31(8), 3814-A.

The data indicated that, generally, there is very little agreement between professional educators and lay citizens about the assumption of complete responsibility by either group for selected educational tasks. The study revealed a significant positive relationship existing between the degree of participation exhibited by the respondents in the sample population and their socioeconomic status. Findings generally suggested that a better informed community is usually more interested in its schools and is more likely to become involved in its educational programs. (Author)

(756) 71-8837 Harrison, Danny Earl. EMERGING DRINKING PATTERNS OF PRE-ADOLESCENTS: A STUDY OF THE INFLUENCE OF SIGNIFICANT OTHERS. Mississippi State University, 1970, 31(10), 5544-A.

Prior to an analysis of the data pertaining to social and role identification factors, the student users were examined in regard to the situational context surrounding their act of drinking. For a majority of the students, both their first experience with alcohol and their present drinking behavior are characterized by restraint and propriety. The original relationships indicated that only two factors, race and sex, are significantly associated with the students' behavior toward beverage alcohol. The data concerning the influence of role identification factors focused on the hypothesis that the use of alcohol by pre-adolescents is related to their identification with adults and teenagers functioning in the role of drinker. The data indicated significant interaction between parental and pre-adolescent behavior toward beverage alcohol. (Author)

(757) 70-20,172 Harwood, Charles Edward. LEGAL TRENDS IN RELATION TO THE DISMISSAL OF HIGH SCHOOL STUDENTS. University of Minnesota, 1970, 31(5), 2056-A.

The study considered Appelate court cases since 1850 together with pertinent social and historical literature concerning trends in dismissal policies and procedures. Though school officials have become increasingly more aware of the problems involved, it has been the court's reflection of changing social attitudes towards a student's right to an education that has caused this awareness. The conclusions indicate that dismissal codes should combine the needs of the district for control with the rights of the students for due process. (Author/CG)

(758) 71-1466 Haslam, William Bruce. THE EFFECT OF APPARENT REWARD ON BEHAVIOR IN CERTAIN PROBLEM-SOLVING GROUPS. Brigham Young University, 1970, 31(7), 3638-A.

Reinforced experimental subjects were rated as showing more leadership behavior, and more and better responses. Experimental interaction-oriented subjects tended to lower their self-evaluations when they were not personally reinforced but they observed reinforcement of another subject. Task-oriented subjects appeared to lower the quality of their responses under these conditions, and task- and self-oriented subjects appeared to lower the quantity of their responses. (Author)

(759) 71-9276 Hassett, Irene D. Popovich. THE EFFECTS OF TYPE OF REINFORCER ON SEVERAL LOWER-CLASS CULTURAL GROUPS. The University of New Mexico, 1970, 31(10), 5200-A.

Seventy-two Ss from each of four lower-class cultural groups, i.e., Anglo, Black, Spanish-American, and Navaho, were randomly assigned to four reward conditions: money, candy, personal-praise, and performance-directed-praise. It appeared that lower-class membership rather than cultural or racial factors influenced the unanimous response to the material reward conditions. (Author)

(760) 70-27,009 Hatfield, Darrel Joe. A THREE-YEAR STUDY OF THE EFFECT OF AN INDIVIDUALIZED LEARNING CENTER ON STUDENTS' ATTITUDE AND ACHIEVEMENT. Utah State University, 1970, 31(7), 3166-A.

The purpose of this study was to provide systematic research for educators to judge the effectiveness of an Individualized Learning Center in a small secondary school. It is concluded that student attitude in this innovative situation was generally more negative than student attitude in traditional programs. (Author)

(761) 71-5422 Hathhorn, James Robert. A COMPARATIVE STUDY OF FACTORS RELATED TO POST HIGH SCHOOL EDUCATIONAL PURSUITS OF SELECTED AMERICAN INDIANS: SOME CHARACTERISTICS AND SELF-PERCEPTIONS. Oregon State University, 1971, 31(9), 4461-A.

The conclusion was reached that the Indian has been assimilated into the dominant culture in far greater degree than even the Indian realizes or is willing to admit, and perceives the educational experience in a negative manner. Another conclusion drawn was that the Indian's low self-image is being reinforced by his formal education. Inherent throughout the individual responses dealing with the Indian's self-perceptions, the underlying but obvious theme was that the formal education being received was not meeting the needs of the individuals. Thus, Indians could not successfully compete in employment or advanced educational opportunities. These deficiencies were perceived as detrimental to the individual Indian and are contrary to the philosophical objectives of secondary education in the United States. (Author)

(762) 71-7478 Hauck, Robb John. A STUDY OF STUDENT ATTITUDES OF THE MILITARY DRAFT. Ohio State University, 1970, 31(9), 4462-A.

This study reviews present attitudes and compares such results with those obtained under similar procedures in 1967 and 1969. Aside from a few advances of negative attitude, and the complete absence of any positive trends, the 1969 and 1970 studies show great similarity. College men are concerned about their military obligations, but to an even larger extent exhibit concern over the degree of disruption serving will cause to their personal and professional goals. In addition, college men respect their duty to their nation, but they strongly reject such a duty in light of the Indochina conflict. It is evident that for college men who are faced with possible induction that the military draft will serve as a point of dire concern and contention. Such a factor is ample justification for the student personnel profession to display its concern and interest in attacking such problems. This study indicates that the attitudes are real and represent concerns that deserve the immediate study and attention of the profession. (Author)

(763) Hawkins, Lawrence C. FOLLOW-UP STUDY OF TWENTY-SIX EDUCATIONALLY DISADVANTAGED NEGRO PUPILS. University of Cincinnati, 1970, 31(9), 4462-A.

This study was designed to study the school and post-school development of the subjects over the twenty year period of the study; community services involved in the lives of the subjects during the period; the general development of the subjects who graduated from high school compared to those who dropped out; and implications for educational change suggested by the study. Conclusions indicate that school and community service agencies did not adjust adequately to needs of disadvantaged youth and adults. Schools did a particularly poor job of preparing young females for problems of courtship and marriage. If schools are to meet the needs of disadvantaged learners, they should conduct more followup studies to evaluate their effectiveness. School and community service agencies must learn to work together as members of the same team. (Author)

(764) 71-1863 Heck, Melvin Ralph. A COMPARATIVE STUDY OF GROUP AND INDIVIDUAL APPROACHES TO THE COGNITIVE AND AFFECTIVE DIMENSIONS OF THE COUNSELING PRACTICUM. Northwestern University, 1970, 31(7), 3267-A.

The conclusions drawn suggested the merit of integrating both the affective and cognitive components in counselor preparation programs. The conclusions were not decisive as to which level, group or individual, was more beneficial to the candidate. One notable exception was the fact that the group instruction approach appeared to be a significantly better method of transmitting cognitive understanding and information than did the individual approach to instruction. (Author)

(765) 70-26,424 Hecklinger, Fred John. THE RELATIONSHIP BETWEEN THE DETERMINATION OF VOCATIONAL PLANS AND SATISFACTION WITH THE COLLEGE ENVIRONMENT. New York University, 1970, 31(7), 3268-A.

The results showed a distinct tendency for the uncertain student to be less satisfied with the college environment, indicating a possible value in helping students to make decisions about the future. This was reinforced by the findings that students who had received assistance, were satisfied with assistance, and considered coursework to be relevant to their future plans, were significantly more satisfied with the environment. These results support traditional student personnel theory, which places a high value on vocational assistance. (Author)

(766) 71-11,862 Hedgebeth, James Edgar. THE RELATIONSHIP OF SELF AND ACADEMIC ATTITUDES AND ACADEMIC ACHIEVEMENT OF NEGRO AND WHITE STUDENTS TO SCHOOL RACIAL COMPOSITION: IN EXPLORATORY STUDY. Michigan State University, 1970, 31(11), 5846-A.

Comparisons of zero- and first-order correlations indicated that controlling for variation in socioeconomic status, attitudes toward education, and self-esteem had virtually no effect on the correlation between self-concept of academic ability and grade-point average when the four covariates (socioeconomic status, self-concept of academic ability, and attitudes toward education) were simultaneously controlled. Interaction between the school and race factors was not significant. The analysis disclosed that the magnitudes of the adjusted grade-point means were associated with the degree of school desegregation: the more even the ratio of whites to Negroes in a school the greater the magnitude of the adjusted grade-point means. (Author)

(767) 71-13,199 Hedges, Roy D. VERBAL AND NONVERBAL COMMUNICATION IN STUDENT MARRIAGES: A STUDY IN SELECTIVE COMMUNICATION. The Florida State University, 1970, 31(11), 6188-A.

An exploratory study of verbal and nonverbal communication among student spouses in marital adjustment and sexual satisfaction was carried out within the conceptual framework of selective communication. Two separate measures of verbal and nonverbal communication were employed. It was found that high verbal communication on nonsexual matters was significantly related to high marital adjustment, and that nonverbal communication on sexual matters was related to high sexual satisfaction. The study concluded that well-adjusted spouses communicated differently depending on whether the content was primarily sexual or nonsexual in nature. (Author)

(768) 71-976 Heiner, Harold George. AN APPLICATION OF T-GROUP METHOD TO THE TEACHING OF FAMILY RELATIONSHIPS. University of Washington, 1970, 31(7), 3268-A.

The results of this study suggest to the investigator that T-group method does have a place in the teaching of Family Relationships. Further investigation along these lines may serve to clarify even more the ways in which the affective potential of college students can be developed in order to facilitate learning, not only in Family Relationships, but perhaps in other subject areas as well. (Author)

(769) 71-11,863 Hendra, Richard I. AN ASSESSMENT OF THE MOTIVATION AND ACHIEVEMENT OF MICHIGAN RESERVATION INDIAN HIGH SCHOOL STUDENTS AND MICHIGAN CAUCASIAN HIGH SCHOOL STUDENTS. Michigan State University, 1970, 31(11), 5667-A.

The purpose of this research was to determine if

significant differences existed in motivation, grade point averages, achievement test scores and intelligence test scores between Michigan Reservation Indian students and their non-reservation Caucasian peers. The conclusions of the study were: (1) there are no statistically significant differences between Michigan Reservation Indian students and their non-reservation Caucasian peers in measured motivation, measured intelligence and measured achievement; (2) there are statistically significant differences between Michigan Reservation Indian students and their non-reservation Caucasian peers in earned grade point averages; and (3) the statistically significant difference is earned grade point averages between Michigan Reservation Indians and their non-reservation Caucasian peers is not attributable to a lack of motivation or ability. (Author)

(770) 70-25,031 Hepner, Ethel Marion. SELF-CONCEPTS, VALUES AND NEEDS OF MEXICAN-AMERICAN UNDER-ACHIEVERS. University of Southern California, 1970, 31(6), 2736-A.

An attempt was made to examine if successes and failures of divergent ethnic groups can be related to discrepancies in values, self-concepts, and role-identifications between them and the school in which they are expected to function. The investigation uncovered significant differences in self-concepts, values, and role-conceptions between Mexican-American and Anglo-American boys which influence their educational behaviors and achievements. It was found that Mexican-American underachievers did not suffer from negative self-esteem, and when placed into a prescriptive educational program, achieved a great deal more than in the regular class where they had been consistently underachieving. It is concluded that the value-system of the American school tends to restrict the potential of the Mexican-American boy, who does not achieve because of his deviation-strains from this school-culture; therefore, the school must provide a different learning environment for him. (Author)

(771) 71-298 Hervey, Ellen Priscilla. COMPARISON OF THREE AND SIX WEEKS OF GROUP MODEL-REINFORCEMENT COUNSELING FOR IMPROVING STUDY HABITS AND ATTITUDES OF JUNIOR HIGH SCHOOL STUDENTS. University of Wisconsin, 1970, 31(11), 5765-A.

The purpose of this study was to assess experimentally the effectiveness of three weeks and six weeks of group model-reinforcement counseling to determine which of the two time periods is more effective in increasing the number and quality of study habits and attitudes. In accordance with the major null hypothesis formulated, there was no significant difference between three weeks and six weeks of model-reinforcement counseling. In addition, there was no overall significant difference between model-reinforcement counseling, placebo counseling, and the control groups. (Author)

(772) 70-20,916 Hickman, Margaret Elizabeth. FACILITATION TECHNIQUES IN COUNSELING MARRIED COUPLES TOWARD MORE EFFECTIVE COMMUNICATION. Arizona State University, 1970, 31(5), 2107-A.

The hypotheses which were tested centered on whether a couple's attitudinal sets were affected more by the use of a programmed text than by counseling experiences designed to facilitate communication when compared to a control group as measured by Semantic Differential and Reconciliation Agreement. The results showed a significant overall change and change in attitude for the counseled group. Other results were also given. (Author)

(773) 71-9714 High, Belva Howle. GROUP COUNSELING WITH UNDERACHIEVING TENTH GRADERS. University of South Carolina, 1970, 31(10), 5127-A.

The counseled group when compared to the noncounseled group did not perform significantly better regarding the following: standardized achievement test performance, academic performance or the reporting of fewer problems. (Author)

(774) 71-2525 Hight, Mildred Emma. EVALUATION OF THE EFFECTIVENESS OF STUDENT PERSONNEL SERVICES OF SMALL JUNIOR COLLEGES IN CALIFORNIA. University of Southern California, 1970, 31(7), 3291-A.

It was concluded that: (1) there is a need for quantitative instruments which could be utilized for measurement of the effectiveness of student personnel programs; (2) little information exists regarding the junior college environment and the impact of the environment on student personnel services; (3) little information exists regarding the long range effect of student personnel services; (4) students are playing an active role in both curricular and cocurricular activities; and (5) counselor-counselee ratio has a bearing on the feelings of the student personnel administrators about the effectiveness of student personnel services. (Author)

(775) 70-24,748 Hill, Richard John. COMPUTER-ASSISTED AFFECTIVE FEEDBACK IN SMALL GROUP INSTRUCTION. The University of Wisconsin, 1970, 31(11), 5846-A.

This research examined the group process and product outcomes from supplying affective interpersonal reactions as feedback to all members of ongoing, small, problem-solving, instructional groups. Long-term effects of experimentation showed all computer experience groups--both feedback and no-feedback--perceiving significant decreases in cooperation among group members, and in interest in problem solving during weekly meetings after experimental sessions when compared with pre-experimental levels. All groups receiving experimenter assistance showed significant decrease in perceived difficulty with future problems after experimentation and significant increase in perceived open expression of feelings. All groups showed significant improvements in the perceived use of decision-making procedures after research sessions. Effects during Experimentation are also discussed. (Author)

(776) 70-25,204 Hinze, William Herman. THE EFFECTS OF GROUP PLAY ACTIVITY UPON THE READING ABILITY AND ANXIETY OF SEVEN AND EIGHT YEAR OLD BOYS WITH LOW READING ACHIEVEMENT. Indiana University, 1970, 31(7), 3269-A.

After the data was obtained and analyzed it was found that the experimental subjects had made greater mean gain scores in all but one of the reading achievement cells than those made by the control subjects. The same circumstances prevailed for the anxiety scores. These gain scores are most desirable and indicate the possibility of group play activity contributing to the gains in reading and reduction of anxiety within the experimental subjects. (Author)

(777) 71-5758 Hippie, John LeRoy. EFFECTS OF DIFFERENTIAL HUMAN RELATIONS LABORATORY TRAINING DESIGNS ON THE INTERPERSONAL BEHAVIOR OF COLLEGE STUDENTS. University of Iowa, 1970, 31(9), 4463-A.

Participation in a human relations laboratory does seem to have a positive effect on behavior. Participation in human relations

training laboratories does seem to have an effect on self-perception and behavior. The specific types of laboratory design explored in this investigation did not seem to have appreciable differential effects on self-perception or behavior. There are very few differences between those college students who apply for human relations training and those who do not apply. The laboratory applicant does not appear to be notably different from the average college student. (Author)

(778) 71-9642 Hodges, Jimmy Ross. GOAL-SETTING BEHAVIOR AND SELF CONCEPTS OF ELEMENTARY MEXICAN AMERICAN CHILDREN. Texas Tech University, 1970, 31(10), 5127-A.

Mexican American boys, more than Mexican girls, viewed themselves as persons who are healthy, have fun, are happy, and do what parents ask. Mexican American girls viewed themselves as more helpful to others and capable of laughing at themselves. Results of the study also indicated that both level of aspiration and self concepts were more influenced by grade level than by the sex of the pupils; that level of aspiration rose after a success experience and declined after a failure experience; and that the desire for approval was an important influence on the Mexican American pupil's developing self concept. (Author)

(779) 70-21,407 Hoerner, Harry John. THE EFFECTS OF ON-THE-JOB COUNSELING ON EMPLOYERS' RATING AND JOB SATISFACTION OF PERSONS TRAINED IN SELECTED OKLAHOMA MDTA CLASSES DURING 1967-68. Oklahoma State University, 1969, 31(8), 3874-A.

A conclusion reached was that, within limitations imposed by the study, the counseling administered did affect subjects' ability to obtain and hold jobs. However, counseling apparently seemed to have little, if any, measurable effect upon how subjects felt about jobs they held, nor ratings given by their employers. (Author)

(780) 71-7482 Hoetzel, Kenneth Eugene. VOCATIONAL GUIDANCE PROGRAM DEVELOPMENT. The Ohio State University, 1970, 31(9), 4463-A.

The purpose of this study was to determine (1) school counselors' perceptions of vocational guidance responsibilities as they evolved during and following a vocational guidance seminar, (2) what tasks counselors will choose to implement to bring about change in their vocational guidance programs, (3) to what extent counselors carried out planned tasks, (4) what obstacles counselors perceive as blocking change in their vocational guidance program development, and (5) what changes were made in ratings of counselors' programs from the time of the seminar to the time of the follow-up study. Nine months following the seminar, the investigator visited 27 Ohio high schools in which the participants counseled. A positive significant difference was found in all guidance areas when counselors' optimal programs were compared with their present programs. (Author)

(781) 70-21,973 Holland, Lee. THE EFFECTS OF MODELING AND MODELING WITH CONCOMITANT REINFORCEMENT ON CLIENT VERBAL CLASS PRODUCTION. Arizona State University, 1970, 31(5), 2107-A.

The experimental treatments consisted of the use of a modeling video-tape and the same modeling tape with reinforcement to the subjects to investigate the treatments' effect on statements of client self-reference, self-reference to feelings, and self-reference to present feelings. The findings indicated that modeling techniques can be used to shape client verbal behavior for their initial interview. Although modeling with concomitant reinforcement was shown to be an effective means of shaping client verbal behavior, it was not more effective than modeling alone. (Author)

(782) 70-24,430 Holthouse, Rita Joan. A COMPARISON OF THE EFFECTS OF FOUR METHODS OF TEST INTERPRETATION ON THE SELF-UNDERSTANDING OF SECONDARY SCHOOL STUDENTS. Ohio University, 1970, 31(6), 2684-A.

The four methods of test interpretation included: Individual, Test-oriented; Individual, Client-oriented; Multiple, Test-oriented; and Multiple, Client-oriented. With regard to interest test interpretations, only Multiple, Test-oriented did not differ significantly from the control group; however, with regard to ability test interpretations there were no significant differences. The conclusions developed from these results were also given. (Author/CG)

(783) 71-5645 Houg, Martin Melvin. VOCATIONAL CHOICES OF SUPERIOR HIGH SCHOOL STUDENTS - A LONGITUDINAL STUDY. University of Wisconsin, 1970, 31(11), 5765-A.

The purposes were to attempt to identify consistency in occupational choice for a group of superior high school students over a seven year period, and to predict occupational choice categories for a group of these same students four years after high school graduation. The discriminant functions of the experimental sample were found to classify choices in the following order of efficiency: (1) artistic; (2) enterprising; (3) realistic; (4) conventional; (5) social; and (6) intellectual. Forty-three percent of the cross-validation sample were correctly classified. Therefore it was concluded that the procedure investigated in this study was not effective. (Author)

(784) 71-3266 Houlihan, Margaret Bridget. A COMPARISON OF PERSONALITY AND ATTITUDES ABOUT TEACHERS, CLASSROOM PEERS, AND SUBJECT MATTER AS FOUND BETWEEN EIGHTH GRADE GIFTED HIGH AND LOW ACHIEVERS. St. Louis University, 1970, 31(8), 3957-A.

From an analysis of the data in this study the following conclusions were drawn: (1) gifted high and low achievers are much more alike than they are different; (2) high and low achievers do not differ significantly in personality adjustment nor do they differ significantly in their attitudes about liking their classroom peers; and (3) the most significant differences occurred in the area of attitude toward social relations with teachers. (Author)

(785) 70-22,764 House, Reese Milton. THE EFFECTS OF NONDIRECTIVE GROUP PLAY THERAPY UPON THE SOCIOMETRIC STATUS AND SELF-CONCEPT OF SELECTED SECOND GRADE CHILDREN. (Pages 56-57, "What Face Would You Wear?" not microfilmed at the request of author. Available for consultation at the Oregon State University Library.) Oregon State University, 1970, 31(6), 2684-A.

The evidence from this study indicates that participation in nondirective play brings about increases in self-concept in those children identified as underchosen by a sociometric test. No significant effect of the treatment variable on sociometric status was found in this research. (Author)

(786) 71-1321 Howard, James Milo. A COMPARISON OF THE SCHOOL EXPECTATIONS OF WHITE AND BLACK PRIMARY STUDENTS FROM DISADVANTAGED AREAS. University of Oregon, 1970, 31(7), 3168-A.

Most of the disadvantaged white and black children in this sample said that parents send children to school primarily to learn arithmetic, reading, spelling, and writing. When stating their own opinion in contrast to their view of parental opinion, they again said that school is primarily for learning the three R's plus spelling. Over 95 percent of the children were critical of some aspect of the school program. Both black and white children were most critical of recess, games, and play as valuable school activities. (Author)

(787) 71-1142 Howard, Raymond Crump. A DESCRIPTIVE ANALYSIS OF VERBAL INTERACTION IN A BIRACIAL COUNSELING GROUP OF COLLEGE UNDERGRADUATES. University of South Dakota, 1970, 31(7), 3270-A.

The results of the study are as follows: (1) a statistically significant difference did exist between Negro and Caucasian group participants with regard to frequency of verbal acts in a given category of verbal behavior, (2) the ratio of Instrumental acts to Social-Emotional acts between the races was not statistically significantly different, (3) race and frequency of acts initiated and received were not indepedent of each other and differences were found to exist only within the limits of chance, and (4) a statistically significant difference did exist with the frequency of acts received by each leader from members of his own race. (Author)

(788) 71-11,872 Howe, Frederick Charles. TEACHER PERCEPTIONS TOWARD THE LEARNING ABILITY OF STUDENTS FROM DIFFERING RACIAL AND SOCIO-ECONOMIC BACKGROUNDS. Michigan State University, 1970, 31(11), 5847-A.

Whether the teacher was black or white, or had taught only a few years, several years, or many years, she still believed that white middle-class students had more ability to learn than white lower-class students. This belief existed across the subject matter areas of math, science, social science, and reading. Teachers did not see any differences between white middle-class and white lower-class students in the environmental/hereditary determinants of this low ability. Whether the teacher was black or white or had taught only a few years, several years, or many years, she still believed that, in the areas of math and reading, lower-class white students had more ability to learn than lower-class black students. Teachers did see differences in the environmental/hereditary determinants of low ability to learn between lower-class white and lower-class black students. (Author)

(789) 71-5426 Hoyser, Elizabeth Emily. THERAPEUTIC NON-DIRECTIVE PLAY WITH LOW ACHIEVERS IN READING. Oregon State University, 1971, 31(8), 3875-A.

The analysis of data revealed that the therapeutic non-directive play and reading group demonstrated greater significant gains in role expectations, an element of self-concept, and in total self-concept than the "play only," "reading only," or the control group. The "play only" group produced more significant results in the post-test/pre-test measures in total self-concept than the "reading only" or the control group. (Author)

(790) 70-20,981 Hubele, Glen Edward. AN INVESTIGATION OF PERSONALITY CHARACTERISTICS OF COUNSELORS, ADMINISTRATORS, TEACHERS AND "NON-HELPING" PROFESSIONALS. University of Illinois at Urbana-Champaign, 1970, 31(5), 2108-A.

Counselors in this study appeared to be characterized as being more sensitive, unpretentious, self-confident, calm, group oriented, and possessing a higher level of general intelligence, as compared to the non-counselors. It was also concluded that the Counselor Attitude Scale may be useful in a variety of situations including the early screening of applicants for counselor training, program evaluation, certain counseling situations, and other research projects where attitudes toward counseling are relevant considerations. The 16 PF was seen as useful for the same general purposes, but in a somewhat more limited manner. (Author)

(791) 71-9305 Hughes, Orval David. THE INFLUENCE OF LEADERSHIP IN THE GROWTH OF POSITIVE SELF-CONCEPT. The University of New Mexico, 1970, 31(10), 5201-A.

Conclusions of the study favored the para-military educational program. This program was found to provide greater stability for non-college bound students. Additionally, the program demonstrated accelerated growth in personality traits, particularly responsibility. The influence of leadership role in growth of positive self-concept and in academic achievement was established, suggesting that a classroom which optimizes leadership opportunity is superior to the traditional classroom. (Author)

(792) 70-24,169 Hull, William Franklin IV. THE INFLUENCE OF A RANDOM SAMPLE OF INTERNATIONAL STUDENTS UPON AMERICAN STUDENTS IN A SENSITIVITY GROUP EXPERIENCE. The Pennsylvania State University, 1970, 31(6), 2737-A.

It was found that American students in all of the experimental groups who were involved with international students within the Human Relations Laboratory demonstrated significant change on the W-scale toward worldmindedness immediately following the termination of the Human Relations Laboratory and that this change remained significant five weeks later. There was slight indication that the influence of the international students on the American undergraduate students was fading as measured by the W-scale by the fifth week measure. Interview data supported both the initial change toward worldmindedness and, to a lesser extent, the fading effect, but it also suggested that the intensively personal sensitivity experience was positive toward worldmindedness and of value to the international students who participated. (Author)

(793) 71-3267 Husted, Grace Carole. GRADUATE OR DROPOUT: A SOCIOCULTURAL AND PSYCHODYNAMIC ANALYSIS. St. Louis University, 1970, 31(8), 4285-A.

National statistics indicate that during the present decade there are an accumulating 8,000,000 high school dropouts. The dropout group cuts across all ethnic, social class and geographic lines; but the overwhelming percentage originates in the blue collar and lower-white collar socioeconomic classes. A majority of the dropouts fall within the average IQ range and have more than adequate talent to finish high school profitably. The greater the number of negative factors working to the disadvantage of the student, the greater the chance of his dropping out of school. (Author)

(794) 70-25,205 Hutchcraft, Gilbert Ray. THE EFFECTS OF PERCEPTUAL MODELING TECHNIQUES IN THE MANIPULATION OF COUNSELOR TRAINEE INTERVIEW BEHAVIOR. Indiana University, 1970, 31(6), 2685-A.

The purpose of the experiment was to investigate the effects of videotape mediated perceptual modeling of counselor and supervisor behaviors on specified temporal interview variables. Conclusions of the study were that perceptual modeling, particularly of supervision, provides a potent force for modifying temporal interview behaviors. However, additional efforts must be made to devise experiences which produce retention of learned behaviors. (Author)

(795) 71-30 Iannotti, Mary Margaret. THE RELATIONSHIP BETWEEN CERTAIN NONCOGNITIVE FACTORS AND THE ACADEMIC ACHIEVEMENT OF JUNIOR COLLEGE WOMEN. Fordham University, 1970, 31(7), 3271-A.

The results of personality and environment tests of sophomores showed that no significant difference existed between the achievement groups on any of the variables. The personality scores of sophomores fell generally within the average range and their environment scores tended to describe the college climate as low in press on most scales. Feelings of self-worth and orientation toward masculinity-feminity were not found to be related to the academic achievement of this sample. Differences in the perception of college climate were related more to grade placement, hence, age and experience, than to academic achievement. (Author)

(796) 70-22,456 Incerto, Richard A. IMPACT OF A CULTURAL AND EDUCATIONAL ENRICHMENT PROGRAM ON THE SENSE OF IDENTITY OF ECONOMICALLY DISADVANTAGED ADOLESCENTS FROM AN URBAN AREA. Boston University School of Education, 1970, 31(5), 2496-A.

The results of this investigation lend support to the hypothesis that a cultural and educational enrichment program for the socially and economically disadvantaged adolescent produces clearcut and measurable effects on this group. (Author)

(797) 71-8345 Irvin, James Allen. AN ASSESSMENT OF PRE-COUNSELING PROCEDURES IN A UNIVERSITY COUNSELING AGENCY. University of Missouri – Columbia, 1970, 31(10), 5128-A.

The data generally indicated the subjects disdain for the personal information form, their favorable impression of intake interviews and their liking of immediate counseling appointments. It was concluded that university counseling agencies should attempt to develop a rationale for pre-counseling procedures which considers the client's frame of reference. (Author)

(798) 71-8346 Irwin, Tom Jay. AN INVESTIGATION OF THE EXPRESSION OF EMPATHY OF A AND B THERAPISTS IN A QUASI-THERAPEUTIC ENCOUNTER. University of Missouri – Columbia, 1970, 31(10), 5128-A.

The results of this study indicated that there is no significant relation between rated expression of empathy and the A-B Therapist Scale score. A positive relation was found between rated expression of empathy and the score on the SVIB physician and psychologist scales. (Author)

(799) 71-422 Jalkanen, Arthur Wilhelm. A COMPARISON OF VOCATIONAL ATTITUDES AND JOB ASPIRATIONS OF URBAN AND SUBURBAN SCHOOL STUDENTS. (Pages 145-146, "Vocational Development Inventory" notmicrofilmed at the request of author. Available for consultation at the Wayne State University Library.) Wayne State University, 1970, 31(9), 4464-A.

Students who had been exposed to a structured career guidance program in grades six, eight, 10 and 12 were compared to students in different schools who had not been exposed to such a structured career guidance program. This comparison resulted in an indication of the effect that a structured career guidance program had on student vocational attitudes and job aspirations in various grade levels. The major finding was that a structured career guidance program has raised vocational attitudes and job aspirations of students in a lower socioeconomic area, and that the great amount of variance of student scores on both instruments of students in a similar socioeconomic level points out the need to develop student test norms on the basis of socioeconomic levels. (Author)

(800) 71-5391 James, Doyle Hill. THE EFFECT OF DESEGREGATION ON THE SELF-CONCEPT OF NEGRO HIGH SCHOOL STUDENTS. University of Southern Mississippi, 1970, 31(9), 4464-A.

The findings on both the initial examination and a followup examination revealed no significant difference at or beyond the .05 level of significance in self-concept among groups of Negro high school students who attended predominantly white high schools by choice, predominantly Negro high schools by choice, or were forced by court decree to attend a predominantly white high school for a period of one year. (Author)

(801) 71-5764 James, Gary Dean. STUDENT PERCEPTIONS, PARENT PERCEPTIONS, AND TEACHER PERCEPTIONS OF STUDENT ABILITIES, ASPIRATIONS, EXPECTATIONS, AND MOTIVATIONS: THEIR RELATIONSHIP TO UNDER- AND OVER-ACHIEVEMENT. The University of Iowa, 1970, 31(9), 4548-A.

Two results were particularly evident. For all analyses except those involving aspiration-minus-expectation difference scores, the main effects associated with each of the three factors investigated were found to be significant. That is, differences in the perceived aspirations, expectations, abilities, and motivation of students were dependent upon (1) who was doing the rating, (2) achievement status of the student, and (3) intellectual status of the student. Secondly there was a consistent pattern for boys showing that differences between self, parent, and teacher perceptions differed with the ability level of the student, and for girls showing that differences between self, parent, and teacher perceptions differed with the achievement status of the student. The variables contributing most to prediction varied with the dichotomy being predicted. (Author)

(802) 70-22,713 Jebb, Margaret Mary. OPERATION TRANSITION: A NEW APPROACH TO VOCATIONAL DEVELOPMENT. The Catholic University of America, 1970, 31(5), 2108-A.

Operation Transition, a vocational guidance program within the Armed Forces to provide counseling, education and training opportunities for personnel prior to discharge was evaluated in this study. Among the results of this investigation were: (1) where training was carefully controlled and structured, there was greater potential for successful employment; and (2) when counseling was supported by intelligence and aptitude tests, job placement and success were more predictive. (Author/CG)

(803) 70-22,874 Jensen, Raymond H. THE RELATIONSHIP BETWEEN STUDENT EMPLOYMENT AND SCHOLASTIC ACHIEVEMENT IN THE STATE COLLEGES OF PENNSYLVANIA. University of Pennsylvania, 1970, 31(5), 2108-A.

Contrary to findings reported in the great majority of previous studies, an increase in the amount of work was associated with a slight decrease in the grade point average. Work up to fourteen hours per week has a negligible effect on the grade point average. In excess of fourteen hours of work per week, there is a tendency for slightly lower grades to be associated with increased work, unless the increased work meets the requirements of work-study correspondence as defined by this study, in which case, work does not appear to be associated with lower grades. (Author)

(804) 71-3463 Jepsen, David Andrew. AN EXPLORATORY STUDY OF VOCATIONAL DECISION-MAKING ACTIVITY AMONG NON-COLLEGE-ASPIRING HIGH SCHOOL JUNIORS. University of Wisconsin, 1970, 31(11), 5766-A.

The objectives were: (1) to describe the magnitude of correlations between pairs of vocational decision-making (VDM) indices; (2) to group related indices into VDM clusters; (3) to describe the magnitude of correlations between VDM clusters and selected personal social characteristics; and (4) to group subjects exhibiting similar profiles of VDM cluster scores into subject-types. The major conclusions of this study are discussed within the context of information-processing theories of vocational decision-making and the practices of school counselors. (Author)

(805) 70-21,980 Jew, Wing. EFFECTS OF TEACHER AND PUPIL EXPECTANCY UPON SCHOOL ACHIEVEMENT. University of the Pacific, 1970, 31(5), 2109-A.

It was hypothesized that if teachers and pupils developed a greater level of expectancy, improvements would be observed in school performance; however, the only dependent variable that showed any significant difference in either main effects or interaction effects under analyses of variance was attendance. It would appear that informing the teacher or informing the pupil does have a positive and significant effect on achievement, but when both are informed the effects seem to be diminished. (Author)

(806) 71-3746 Joesting, Joan Axtell. A COMPARATIVE STUDY OF ACTIVISTS AND NONACTIVISTS AT A SOUTHERN BLACK COLLEGE. University of Georgia, 1970, 31(8), 3958-A.

It can be predicted that if America does not provide equality for all people, more violence will occur throughout the country, with the blacks of both sexes and white women resorting to continual violence because reason and verbal aggression have failed and they still do not have the equality guaranteed them by amendments to the United States Constitution. (Author)

(807) 70-26,584 Johns, Daniel Jay. CORRELATES OF ACADEMIC SUCCESS IN A PREDOMINANTLY BLACK, OPEN-DOOR, PUBLIC, URBAN COMMUNITY COLLEGE. University of Virginia, 1970, 31(9), 4464-A.

The consistent finding of greater male predictability suggests the necessity for replication of the study within the same student population and within black student populations in other college settings. The quite respectable predictive validity obtained for male subjects with the Davis Reading Test and the College Qualification Tests suggests that these instruments may be adequate predictive measures for black male students in similar college settings. The Survey of Study Habits and Attitudes seems to have questionable validity for this particular population. (Author)

(808) 71-9716 Johnson, Clarice Wells. NONINTELLECTIVE FACTORS RELATED TO COLLEGE ACHIEVEMENT AND ATTRITION. University of South Carolina, 1970, 31(10), 5129-A.

This study was concerned with investigating the relationship of twelve nonintellective factors to attrition and to academic achievement of college students over the four-year period of their enrollment in a small southern coeducational liberal arts college. Achievement Motivation differentiated between dropouts and high-achievers, and Educational Interest was not significantly different for any of the groups. Activity differentiated between dropouts and high achievers, and Friendliness differentiated between high- and low-achievers. (Author)

(809) 71-983 Johnson, Darrell Wayne. A STUDY TO EXAMINE THE EFFECTS OF SYSTEMATIC GROUP PROCESS INTERVENTION UPON TEACHER-PUPIL VERBAL INTERACTION. University of Washington, 1970, 31(7), 3340-A.

The results of this study are in support of the thesis that systematic group process intervention with teachers is an effective means of changing the nature, and improving the quality, of the verbal relationships between teachers and their pupils. (Author)

(810) 71-10,745 Johnson, James Everett. AN INVESTIGATION OF RELATIONSHIPS BETWEEN HIGH SCHOOL SENIORS' SATISFACTION WITH SCHOOL AND SELECTED SCHOOL, PERSONAL, AND HOME FACTORS. University of Oregon, 1970, 31(10), 5036-A.

Results of the study indicate that there seemed to be no significant relationship between student satisfaction and any of the following factors: post high school plans, vocational aspirations, conferences with faculty, school conduct, family characteristics, attendance, scholastic achievement, or activities participation. (Author)

(811) 71-3343 Johnson, Richard Harold. EFFECT OF THE LIFE CAREER GAME ON DECISION-MAKING VARIABLES AT THE NINTH GRADE LEVEL. University of Missouri - Columbia, 1970, 31(8), 3876-A.

The results support the following conclusion: playing the Life Career Game, with or without discussion, has no effect on ninth grade boys' or girls' awareness of life decisions, exploratory activity, or time competency as measured in this study. (Author)

(812) 70-21,418 Johnson, Thomas Arthur. A STUDY OF CHARACTERISTICS OF FIFTH AND SIXTH GRADE STUDENT LEADERS AND FOLLOWERS IN CONTRASTING SOCIO-ECONOMIC SETTINGS. Oklahoma State University, 1969, 31(8), 3876-A.

A major conclusion is that the groups of students from the high socioeconomic setting had significantly higher scores in a majority of the comparisons, but there were exceptions that lead to other possible conclusions. In the comparisons between the followers of the high socioeconomic setting and the leaders from the low socioeconomic setting there was little evidence indicating significant differences. There was also some indication that many of the students from the low socioeconomic environment may have a more positive feeling of self-worth than many of the students in the high socioeconomic environment. (Author)

(813) 71-13,158 Jurgela, Albert R. THE DEVELOPMENT AND VALIDATION OF A SCALE TO DISTINGUISH BETWEEN VOLUNTARY COLLEGE DROPOUTS AND STUDENTS WHO REMAIN IN COLLEGE. Boston College, 1970, 31(11), 5767-A.

The objectives of this study were to determine whether or not both male and female "voluntary" dropout scales could be constructed from the College Interest Inventory so as to distinguish "voluntary" college dropouts from "stayin" college students, and to examine the feasibility of developing a linguistic-nonlinguistic scale from the CII so that ultimately college counselors can use the inventory to assist their selection of an appropriate academic major. It was concluded that the CII is in fact making critical distinctions between: (1) "voluntary" male dropout and male "stayin" item responses; (2) "voluntary" female dropouts and female "stayin" responses; and (3) that males-in-general responded differently from females-in-general on the significant Nonlinguistic items. From these critical items, scales were constructed to: (1) identify potential male and female "voluntary" dropouts; (2) identify linguistic-nonlinguistic preferences; and (3) select individuals with whom a counselor can work to modify goals, attitudes and beliefs. (Author)

(814) 71-11,884 Kallingal, Anthony K. DIFFERENTIAL VALIDITIES OF SELECTED VARIABLES IN THE PREDICTION OF COLLEGE SUCCESS FOR BLACKS AND WHITES. Michigan State University, 1970, 31(11), 5848-A.

This study explored the question--is the same rule of prediction applicable to blacks and whites when aptitude test variables and linear regression are to predict college success? It was concluded that the use of a common regression equation for predicting college success of blacks and whites would not be biased against blacks. Verbal Ability Factor was more important in the prediction of both criteria for blacks than for whites, and Numerical Ability Factor was more important in the prediction of the test score GPA for whites than for blacks. Both groups were found to be equally predictable in terms of the cumulative GPA. (Author)

(815) 70-26,508 Kandor, Joseph Robert. THE EFFECTIVE AREAS, BEHAVIORS AND INTERPERSONAL SKILLS OF THE SCHOOL COUNSELOR IN THE COUNSELOR-TEACHER RELATIONSHIP. State University of New York at Buffalo, 1970, 31(6), 2685-A.

The data from this study appear to verify the effective practices of the secondary school counselor in the counselor-teacher relationship as suggested by the various authorities in the counseling and guidance field. Also, the data appear to indicate that school counselors can be effective in helping the secondary school teacher. Furthermore, the data suggested that there was no significant difference between the school counselors and teachers on the reported effective areas. The data concerning the effective interpersonal skills of the school counselor in dealing with the teacher provided a large variety of interpersonal skills. Counselors and teachers ranks for the first five interpersonal skills that were similar suggest that it is important for the counselor to be understanding, cooperative, reassuring, and confident. The difference in the first five ranks indicates that counselors reported listening and the teachers reported honesty as the effective interpersonal skills. (Author)

(816) 71-1446 Kane, Gary William. THE SIMULATION TECHNIQUE: AN APPROACH TOWARD EFFECTIVE TEACHING AND LEARNING IN THE ELEMENTARY SCHOOL. The University of Rochester, 1970, 31(7), 3272-A.

The results obtained from this data indicated that the simulation experience reduced the amount of interpersonal conflict within the class by 54 percent. The amount of interpersonal conflict within the control group increased during the same period of time. (Author)

(817) 70-23,912 Kauffman, John Dale. THE EFFECTS OF GROUP COMPOSITION ON AN EXPERIMENTAL GROUP COUNSELING PROGRAM. The University of Iowa, 1970, 31(6), 2685-A.

It was hypothesized that in groups containing unconflicted members with other dependency types, the unconflicted members would receive higher helpfulness ratings than either the dependent or counterdependent group members. It was further hypothesized that in groups containing the unconflicted members and other dependency types, the unconflicted members would receive higher helpfulness ratings than the dependent and counterdependent members considered as one group. These two major hypotheses were not supported by the data collected. The implications from the data suggest that the theory from which the hypotheses were developed may be inappropriate for high school students in a highly structured situation. (Author)

(818) 71-3134 Kelley, Diane. THE DEVELOPMENT OF A COUNSELOR AIDE PROGRAM FOR THE PUBLIC SCHOOL SYSTEM IN MADISON WISCONSIN. University of Wisconsin, 1970, 31(11), 5768-A.

The purpose of this study was: (1) to develop a counselor aide program for the Madison Public School System; (2) to evaluate the effectiveness of this program; and (3) to present a complete description for the purpose of assisting individuals who wish to implement support personnel programs for counselors in other school systems. The major finding is that there may not be one role which can be specified for a counselor aide and for which the aide may be prepared. The role may be specific to the individual setting and determined by the needs of the setting, the willingness of the counselor to accept an aide, and the capabilities of the support person. The willingness of the counselor to utilize a support person may be a function of the structure of the guidance department and also a function of the extent to which they have been included in the preparation and planning of the support personnel program. (Author)

(819) 71-11,395 Kelley, Jan Denver. REINFORCEMENT AND THE ACQUISITION OF COUNSELING INTERVIEWING SKILLS. Indiana University, 1970, 31(11), 5768-A.

The results of the analyses indicated significant differences between the treatment groups and the control group on four of the six hypotheses. Only on one hypothesis did the supervisor reinforcement group significantly differ from the self-reinforcement group. In general, support was gained for both treatment conditions concerning the acquisition of the counseling interviewing skills. Support was obtained for the importance of specifying behaviors that counselors-in-training are to learn and the place of reinforcement in the acquisition of those behaviors. (Author)

(820) 70-23,982 Kelley, Robert Eugene. DIFFERENCES BETWEEN TRANSFER AND NON-TRANSFER STUDENTS AND THEIR ACADEMIC PERFORMANCE AT THE UNIVERSITY OF OKLAHOMA. The University of Oklahoma, 1970, 31(6), 2706-A.

The following conclusions appeared justified on the basis of the findings of differences in grade point averages and in the graduation/withdrawal rate: non-transfer students surpassed transfer students in academic performance; out-of-state transfer students surpassed in-state transfer students reflecting higher initial O.U. admission standards; non-transfer students surpassed transfer students especially those from junior colleges and state colleges in the fields of social science and applied science; female transfer students surpassed male transfer students. In terms of persistency, the junior college students had the most difficulty among the four transfer sample groups. (Author)

(821) 70-22,726 Keough, Sister M. Adrienne. DIMENSIONALITIES AND DISCREPANCIES IN MATERNAL PERCEPTION OF THE VOCATIONAL INTERESTS OF CAUCASIAN AND NEGRO MOTHERS. The Catholic University of America, 1970, 31(5), 2109-A.

It was hypothesized that black mothers, because of the matriarchal black society, would show greater perceptual accuracy than white mothers. The results indicated that while the black mothers did show perceptual accuracy on six of the 10 scales of the Kuder, white mothers were found to be perceptive on nine of the 10 scales. There was a significant positive relationship between the perception of black and white mothers on the Mechanical Aptitude scale. The conclusive evidence that can be established from this study is that black and white middle class mothers are aware of the interest trends of their 15 year old girls, but there are varying degrees of significance between the races. (Author)

(822) 71-6380 Kern, Paul David. A STUDY OF THE RELATIONSHIP AMONG ANXIETY, SELF-ESTEEM, AND ACHIEVEMENT. Northern Illinois University, 1970, 31(9), 4551-A.

The results indicated a significant positive relationship between GPA and an optimum weight composite of anxiety and self-esteem was observed for both sexes, for all grades except grade

12, and specifically for grades 9 and 10 females and grades 10 and 11 males. However, the preponderance (nearly 75 percent) of correlations were not statistically significant. An attempt was also made to determine whether or not developmental trends in the relationship between GPA and the optimum weight composite of anxiety and self-esteem existed. No trends were observed when subjects were compared by sex at each grade level or when subjects were separated by sex and comparisons made between adjacent grade levels. (Author)

(823) 71-4836 Kern, Roy Max. THE COMPARATIVE EFFECTIVNESS OF A PEER HELPER GROUP COUNSELING PROCEDURE AND COUNSELOR ORIENTED GROUP COUNSELING PROCEDURE ON THE ADJUSTMENT OF ELEMENTARY SCHOOL CHILDREN. West Virginia University, 1970, 31(8), 3877-A.

The results of the analysis indicated that the only significant value was obtained on the group procedure variable in relation to the pre- and post-test total adjustment scores on the teacher rated Behavior Checklist. A further analysis indicated that the teachers perceived the children who were involved in the Peer Helper Group Counseling Procedure as making significantly higher gains on the Behavior Checklist than the children involved in the Counselor Oriented Group Counseling Procedure or the Control Group. (Author)

(824) 71-11,189 King, Donald Neal. A COMPARATIVE AND DESCRIPTIVE STUDY OF MARRIED STUDENTS AT OKLAHOMA STATE UNIVERSITY. Oklahoma State University, 1970, 31(10), 5131-A.

Inspection of the data obtained for comparative purposes showed that married students participated in extracurricular activities at a minimal level with the exception of activities that are inexpensive or ones that can fit into their busy time schedules, did not use the counseling service or placement service for part time work, and although they perceived a need for the personnel services and suggested services and programs, a large number were undecided as to the need. The data suggested that many of the needs of the married student are not being met by the present personnel services or activities available. (Author)

(825) 71-2862 King, Wilford Rollin. THE EFFECTS OF A T-GROUP EXPERIENCE ON TEACHER SELF-PERCEPTION AND CLASSROOM BEHAVIOR. Stanford University, 1970, 31(8), 4009-A.

The evidence from this study supports using the T-group as a means of improving a teacher's perceptions in interpersonal relations. (Author)

(826) 71-4407 Kinney, Robert Gerry. THE EFFECT OF SCHOLARSHIP AID UPON THE ACADEMIC ACHIEVEMENT AND PERSISTENCE OF WASHINGTON STATE UNIVERSITY UNDERGRADUATES. Washington State University, 1970, 31(8), 3903-A.

Even though the results of the study did not determine that scholarship aid had a significant effect upon either academic achievement or persistence, an interesting trend was observed. As amount of scholarship aid and duration of such aid increased, the difference in achievement between the scholarship group and the nonscholarship group tended toward significance. A recommendation was made to place primary importance on reducing financial need with available scholarship aid, rather than to reward achievement. (Author)

(827) 70-26,151 Kirts, Donald Keith THE COMPARATIVE EFFECTS OF ORIENTATION COUNSELING AND ORIENTATION LECTURES ON ATTITUDES OF SELF REGARD AMONG COLLEGE FRESHMEN. Lehigh University, 1970, 31(6), 2686-A.

The evaluation of the comparative effects of orientation counseling and orientation lectures on attitudes of self regard among college freshmen showed counseling as being significantly effective in increasing measures of positive self regard. These findings give some support to the effectiveness of group counseling in a college orientation program on the dimensions selected for the study. (Author)

(828) 71-3571 Kitchin, William Willis. RELATIONSHIPS OF AUTONOMY AND SUCCORANCE TO ADULT STUDENTS' REFERENCES, SATISFACTIONS, AND PERFORMANCE IN UNIVERSITY EVENING COLLEGE CLASSES. University of North Carolina at Chapel Hill, 1970, 31(8), 3858-A.

The adult students' satisfaction with the teaching methods and styles that they perceived in class was found to be related at a high level of significance to their achievement, as measured by course grades. It was also concluded that counseling of adult evening college students toward learning situations compatible with their preferences might prove to be a constructive practice for adult educators. (Author)

(829) 71-3276 Klauber, Raymond Wall. THE EFFECTS OF FAILURE ON THE ACADEMIC ACHIEVEMENT LEVEL OF ELEMENTARY SCHOOL CHILDREN. St. Louis University, 1970, 31(8), 3959-A.

It was found that the failed group made significant gains in learning rate in seven out of ten subtests during the year of repeating the fourth-grade, and that the improvement tended to persist in the fifth-grade. In the 1964-1965 school year significant differences existed between those passed and those failed in all ten subtests of the Iowa Test of Basic Skills, but the 1966-1967 school year six of the ten differences were no longer significant. (Author)

(830) 70-26,578 Kloeppel, Pamela Cuthrell. THE DIFFERENCE BETWEEN CERTAIN HIGH SCHOOL SENIORS' PERCEPTIONS OF THE COMMUNITY COLLEGE. University of Virginia, 1970, 31(9), 4465-A.

This investigation determined significant differences in perceptions of the community college environment held by (1) community college sophomores, (2) high school seniors living in a community college region with an operating community college, (3) high school seniors living in a community college region without an operating community college, and (4) seniors attending a Negro high school in a community college region with an operating community college. The College and University Environment Scales II (CUES II) was administered to a sample of students from each of the above populations. The samples saw the community college as part of the national stereotype of higher education, rather than as a unique institution with its own characteristics. There seems to be no relationship between geographic distance from a community college and familiarity with that college. Seniors attending the Negro high school seem to know less about the community college than other high school seniors sampled. (Author)

(831) 70-21,205 Knight, James Henry. THE INTERPERSONAL VALUES AND ASPIRATION LEVELS OF NEGRO SENIORS IN TOTALLY INTEGRATED AND SEGREGATED SOUTHERN HIGH SCHOOLS. (Pages 171-172, "Survey of Interpersonal Values" not microfilmed at the request of author. Available for consultation at the University of North Carolina at Chapel Hill, 1970, 31(5), 2110-A.

The primary assumption of the study was that the interaction of Negro students with white students in a totally integrated school setting would have a "positive influence" on the values and aspirations of the Negro students; however, no significant difference was found between totally integrated and segregated seniors on the six interpersonal values with which the study

was concerned. There were, however, sex differences. Nor was there any difference found between integrated and segregated seniors on occupational choice. A significantly larger percent of integrated seniors than segregated seniors did express preference to attend colleges with only Negro and Mostly Negro students. (Author)

(832) 71-3469 Kosier, Kenneth Paulson. EFFECTS OF TASK-ORIENTED BEHAVIOR OF TEACHER INSERVICE, CHARTED AND VIDEO-TAPED FEEDBACK AND INDIVIDUAL CONSULTATION. The University of Wisconsin, 1970, 31(11), 5850-A.

This study was designed to (1) replicate previous case studies introducing operant techniques into the regular classroom, (2) investigate more economical group methods of training teachers in operant meanagement, and (3) evaluate the added benefits of more expensive methods incorporating video-tape feedback and consultation. The results indicate that teachers who experienced only the group inservice meetings increased the task-oriented behavior of their two problem pupils from about 53 percent to 78 percent compared to the control group of five teachers whose problem pupils functioned at about 52 percent on-task behavior during the followup measurement period. The addition of consultation through the video-tape medium served to accelerate the progress of problem pupils by about 10 percentage points during the time of application. The addition of consultation to observational data feedback produced a delayed effect of increasing problem pupil task-oriented behavior about 14 percentage points during the four week follow-up measurement period. (Author)

(833) 70-25,883 Kowalski, William John, Jr. STRUCTURING OF FEEDBACK INFORMATION WITHIN SENSITIVITY TRAINING: A GROUP PROCESS ANALYSIS. Case Western Reserve University, 1970, 31(6), 2614-A.

Three 45 minute tape recordings were made of the following approaches: encounter group sensitivity training, classical sensitivity training, and instrumented sensitivity training. Results of the statistical tests indicated that the instrumented sensitivity training group had a greater gain of positive social-emotional responses from initial to middle recorded sessions than either the classical or the encounter sensitivity training groups. There were no other significant gains for the instrumented group over the remaining groups. Data from the research also indicated that the group approach which demonstrated the greatest gains in positive social-emotional response was the encounter group. (Author)

(834) 70-24,432 Kraus, William Arnold. LABORATORY GROUPS: EFFECT ON THE TOLERANCE SCALE OF THE CALIFORNIA PSYCHOLOGICAL INVENTORY. Ohio University, 1970, 31(6), 2686-A.

This study was concerned with: (1) does the tolerance level of the group vary as a result of the individual who is the designated leader; (2) is the tolerance level different for those who participated in a laboratory group as opposed to those who did not; and (3) will the tolerance of individuals with initially high or low tolerance levels be differentially effected by participation in laboratory group experiences? The results failed to answer these questions. (Author/CG)

(835) 71-9310 Krieger, William. THE EFFECTS OF AN ORGANIZED CAMPING EXPERIENCE ON SELF-CONCEPT CHANGE IN RELATION TO THREE VARIABLES: AGE, SEX AND OBSERVABLE BEHAVIOR CHANGE. The University of New Mexico, 1970, 31(10), 5131-A.

Conclusions included: school camping can be an effective guidance tool and should be provided to a broader age range; the organized resident camp provides a unique setting for research and training in group process as well as a meaningful avenue for professionals in the "helping professions" to test the quality of their relationships with others; the accelerated social process and cooperative group living experience characteristic of the organized resident camp points to its usefulness as a therapeutic tool; and the camp setting may prove to be a meeting ground for professionals involved in the treatment and preventive aspects of emotional disturbance. (Author)

(836) 71-8781 Kupiec, Margaret Comer. THE EFFECT OF DRUGS ON STUDENTS' LEARNING: A REVIEW OF OBJECTIVE AND SUBJECTIVE TEST PERFORMANCE AS INFLUENCED BY CENTRALLY ACTING DRUGS IN KINDERGARTEN-COLLEGE AND INSTITUTIONAL SUBJECTS. 1937-1968. University of Pittsburgh, 1970, 31(10), 5203-A.

The purpose of this study was to identify, collect, review, evaluate, and summarize the scientific and professional literature on the effect of drugs on students' learning. The stimulants, adrenergic agents, and antidepressants were most effective with behavior problems, those of mixed etiology, and normal subjects. They were least effective with the retarded. The tranquilizers, depressants, and antipsychotic agents were most effective with those subjects of mixed etiology, behavior problems, and the retarded. Normal subjects responded less well. Normal subjects, the retarded, and those of mixed etiology benefited from hormones, vitamins, and glutamic acid, but there were no behavior problems tested. (Author)

(837) 71-11,899 Kurtz, Robert Roger. A COMPARISON OF DIFFERENT APPROACHES TO THE MEASUREMENT OF COUNSELOR EMPATHY IN PERSONAL COUNSELING. Michigan State University, 1970, 31(11), 5768-A.

The present investigation was concerned with the counselor's empathic ability as a variable influencing the process and outcome of personal counseling. Using the same group of 31 counselors and clients, six different ways of measuring counselor empathy were compared with each other. The major conclusion emerging from this investigation is that the six different measures of counselor empathy were unrelated. Another more tentative conclusion is that client perceptions' of their counselors' empathy is the best predictor of counseling outcome on a college student population undergoing personal counseling. Client perceptions of counselor empathy appear to be relatively stable over counseling and are highly related to the client's positive affect toward his counselor. Serious questions about the usefulness of the predictive approach to the measurement of counselor empathy were raised by the study. (Author)

(838) 71-2102 La Fleur, Neal Kenneth. THE SEPARATE AND COMBINED EFFECTS OF MODELS, REINFORCEMENT, AND ATTENTIONAL VARIABLES ON ADOLESCENT VOCATIONAL BEHAVIORS. Michigan State University, 1970, 31(8), 3878-A.

The implications of the results of this investigation indicate that the use of models and attentional factors provide a viable tool for the teaching of behaviors to individuals. For practicing counselors, the use of model procedures with attentional factors provides an effective means to aid students in the solving of their presenting problems. (Author)

(839) 71-8616 Laneve, Ronald Samuel. A COMPARISON OF THE EFFECTS OF THREE DIFFERENT SEVENTH-GRADE ORIENTATION PROGRAMS ON THE ATTITUDE AND ACADEMIC ACHIEVEMENT OF PUPILS ENTERING

JUNIOR HIGH SCHOOL. The American University, 1970, 31(10), 5038-A.

The pupils who participated in the Five-Day Orientation Program attained higher grades in all subjects except English. As there were no significant differences in the academic achievement of the pupils prior to participation in one of the orientation programs, it was concluded that the activities designed to aid the pupils in their academic studies which were included in the Five-Day Orientation Program were probably responsible for the improved academic achievement of the group. These findings would seem to justify the value of the Five-Day Orientation Program, with special emphasis on the development of study skills and the use of the library resources, as the pupils who participated in the program demonstrated a significant improvement in their attitude toward junior high school and attained higher grades. (Author)

(840) 70-20,639 Lanning, Wayne Lawrence. A STUDY OF THE RELATION BETWEEN GROUP AND INDIVIDUAL COUNSELING SUPERVISION AND THREE RELATIONSHIP MEASURES. Western Michigan University, 1970, 31(5), 2110-A.

The three dependent measures were the trainee's perception of the supervisory relationship, the trainee's expectations of his counseling relationship, and clients' perception of the trainee's counseling relationship. The data obtained in the study yielded little evidence that the two types of supervision were significantly different. Very little prediction could be made about any of the dependent variables by knowing the type of supervision received. Of the product-moment correlations computed between the dependent variables, only one was found to be significant. More than half of the variance in how a trainee expected to be perceived by his clients was accounted for by knowing how he perceived his supervisor. (Author)

(841) 71-7044 Larson, Robert Ernest. ADOLESCENT PERCEPTIONS OF PARENT-YOUTH COMMUNICATION: PATTERNS, PROCESSES, AND CORRELATES. (Pages 130-132 (Part I), not microfilmed at the request of author. Available for consultation at the Florida State University Library.) The Florida State University, 1970, 31(9), 4918-A.

This study was concerned with the communication itself and included were the statistically significant sociocultural patterns of parent-adolescent communication and the psychosocial correlates found to be significantly associated with measures of parent-adolescent communication. The author concluded that the so-called generation gap may not be as widespread as popularly believed but that gaps between parents and teenagers do exist, particularly in the case of the adolescent-father relationship. (Author/CG)

(842) 71-6675 Lawton, Robert James. GUIDANCE IN INDEPENDENT SECONDARY SCHOOLS FOR BOYS: THE PRACTICES REPORTED BY MEMBER SCHOOLS OF THE NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS. University of Virginia, 1970, 31(9), 4465-A.

The findings seem to indicate the following: that more than 80 percent of the schools reported that their guidance services had a moderately or extensively centralized organization; that the responsibility for guidance program leadership was most frequently assumed by an administrator and the other roles in the guidance program were occupied by the guidance specialist, the teacher, and the consultant, in descending order of importance; that provisions for counseling students with regard to educational adjustment and plans were most frequently reported, while provisions for counseling with regard to personal-social adjustment and counseling with regard to occupational plans followed in that order of frequency; that provisions for individual counseling exist in all the respondent schools; and that provisions for group counseling are found in 80 percent of these schools. (Author)

(843) 71-1901 Leonard, Margaret Ann. STUDENT PERCEPTIONS OF COUNSELING CENTERS LOCATED IN CERTAIN LARGE UNIVERSITIES. Northwestern University, 1970, 31(7), 3272-A.

Although the majority of those students who have utilized a university counseling center have positive perceptions of their own experiences with this agency, they do not feel that its worth has been effectively communicated to the total population of students whom it serves. (Author)

(844) 71-9313 Letang, Linus Leo. A STUDY OF THE NATURE OF ELEMENTARY SCHOOL GUIDANCE IN THE PUBLIC SCHOOLS OF NEW MEXICO. The University of New Mexico, 1970, 31(10), 5132-A.

It was concluded that (1) New Mexico's elementary school guidance programs have, in most instances, implemented organizational procedures which can accommodate any of the currently acceptable approaches to guidance; and (2) the manner in which contemporary issues in guidance were being resolved was not strongly supportive of any one guidance strategy. (Author)

(845) 70-21,976 Leung, Paul. THE COMPARATIVE EFFECTS OF TRAINING IN INTERNAL AND EXTERNAL CONCENTRATION UPON TWO COUNSELING BEHAVIORS. Arizona State University, 1970, 31(5), 2111-A.

The effects of training in internal concentration (meditative deep breathing) resulted in a significant difference between experimental and control groups for analytical empathy scores on the self-other prediction scale. The experimental groups had significantly higher analytical empathy scores than the control group. The effects of training in external concentration also resulted in significant differences between experimental groups and control group in the ability to accurately and consistently hear selected material deemed desirable for reinforcement in the form of "notice authority" statements. It was concluded that prior training in one kind of concentration enhanced the effects of training in the other type of concentration. Significant differences in favor of the group which received both kinds of training were found to exist. (Author)

(846) 71-7051 Ligon, Callie LaVeta. THE RELATIONSHIP BETWEEN SCORES ON THE "PHILOSOPHIES OF HUMAN NATURE" SCALE AND LEVELS OF FACILITATION AMONG COUNSELORS-IN-PREPARATION. The Florida State University, 1970, 31(9), 4466-A.

Wrightsman's "Philosophies of Human Nature" (PHN) scale measured perceptions of the nature of man. The counselor's facilitative behaviors were rated by use of the Carkhuff-Truax scales for measuring Empathy, Positive Regard, and Genuineness and the depth of Client Self-exploration. There was a significant linear relationship between the Positive-Negative dimension of the PHN scale and the Average Attitudes scores on the Carkhuff-Truax scales for the Total group. There was significant linear relationships between Positive Regard and Trustworthiness, Independence and Empathy and the Average Attitudes scores; and between Strength of Will--Rationality and Genuineness. Data indicated that these trainees held a slightly favorable view of human nature which was comparable to that reported for similar occupational groups. Evidence supported the conclusion that although there are some correlations which reach a significant level, the variables are not highly related. (Author)

(847) 71-2872 Linton, Thomas Harvey. SOCIO-CULTURAL CHARACTERISTICS, ALIENATION FROM SCHOOL, AND ACHIEVEMENT

AMONG MEXICAN-AMERICAN AND ANGLO SIXTH GRADE STUDENTS. New Mexico State University, 1970, 31(8), 3825-A.

Conclusions derived from the results of this study are summarized in the following four points: (1) ethnicity accounts for less of the variation in sociocultural characteristics than does socioeconomic level; (2) both ethnicity and socioeconomic level contribute to alienation from school; (3) student ethnicity is a factor in the relationship between sociocultural characteristics and alienation variables; and (4) the relationship of sociocultural characteristics and alienation variables to school achievement is similar for Anglo and Mexican-American Students. (Author)

(848) 71-8617 Lockett, Betty Alla. A STUDY OF THE EFFECTIVENESS OF FOREIGN STUDENT ADVISERS AT AMERICAN COLLEGES AND UNIVERSITIES AS REPORTED BY FOREIGN STUDENTS SPONSORED BY THE UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT. The American University, 1970, 31(10), 5133-A.

The findings seem to support the following conclusions: (1) Foreign Student Advisers at American colleges and universities are effective in their role as they are perceived by the large majority of the foreign students interviewed; (2) the geographic origins of the foreign students did not determine whether or not they talked with their Foreign Student Adviser; and (3) a major determinant of the usefulness of Foreign Student Advisers as they are perceived by foreign students seems to be their availability to the foreign students. (Author)

(849) 70-21,715 Lohman, John Edward. AGE, SEX, SOCIO-ECONOMIC STATUS AND YOUTHS' RELATIONSHIPS WITH OLDER AND YOUNGER PEERS. University of Michigan, 1969, 31(5), 2497-A.

The two central foci of the study included an examination of youths' psychological orientation toward being older and younger, and an examination of youths' cross-age friendship patterns and activities. Specific variables examined in this analysis included self-esteem, sociability and influence status, and the utilization of academic ability. The results show that youth in the study are predominantly oriented toward older ideal ages. Being older is valued for its freedom, its opportunities for self-actualization, and the social roles which can be attained. Younger years are valued for their lack of responsibility, low pressure, fun, and are fantasied as opportunities to start over or avoid past mistakes. No significant relationship were found between older-younger association patterns and measures of sociability, influence, self-esteem or degree of academic utilization. (Author)

(850) 71-482 Loigman, Bernard. RELATIONSHIP BETWEEN SOCIAL ADAPTATION AND ACADEMIC SUCCESS OF TENTH GRADE STUDENTS IN TWO SENIOR HIGH SCHOOLS. Rutgers University, State University of New Jersey, 1970, 31(7), 3344-A.

It was concluded that the Kelly Social Adaptation Scale might be an effective predictor of academic success only in schools whose students are drawn from families who have attained a relatively higher social status and whose academic ability is considerably higher than average. Findings confirmed the superiority of the traditionally accepted practice of emphasizing heavily the student's record of past performance and aptitude test scores in prediction of academic success in English and Mathematics. It appears that a new dimension, social adaptation and the non-intellective factors of age and sex, might be included with currently used procedures to improve prediction. (Author)

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(851) 71-13,506 Lombana, Judy Harris. PREFERENCES AND EXPECTATIONS FOR COUNSELOR CHARACTERISTICS HELD BY DISADVANTAGED AND NONDISADVANTAGED STUDENTS. Florida State University, 1970, 31(11), 5769-A.

Disadvantaged and nondisadvantaged eighth-grade students in Florida schools indicated significant differences regarding their preferences for some counselor characteristics. Both disadvantaged and nondisadvantaged students indicated preferences for counselors characterized as extremely fair, valuable, good, kind, friendly, and wise. The investigator concluded that greater emphasis in counselor education programs should be devoted to the study and understanding of cultural differences, in order to better prepare counselors to work with disadvantaged students. (Author)

(852) 71-2646 Lozada, Rhodelia Corazon Buenaventura. FOREIGN STUDENTS AT PURDUE UNIVERSITY: A STUDY OF SELECTED PERSONAL AND ACADEMIC CHARACTERISTICS IN RELATION TO CURRENT EXPERIENCES AND FUTURE EXPECTATIONS. Purdue University, 1970, 31(8), 3878-A.

A very clear implication is that future foreign students might be helped in their social adjustment if they could be given the opportunity to participate in an orientation program conducted in the United States which focused upon the informal aspects of American life. (Author)

(853) 71-7724 Lugo, James Oscar. A COMPARISON OF DEGREES OF BILINGUALISM AND MEASURE OF SCHOOL ACHIEVEMENT AMONG MEXICAN-AMERICAN PUPILS. University of Southern California, 1970, 31(9), 4554-A.

The conclusions indicated that the regular school program in the school district studied does not seem to be helping the Mexican-American pupil to achieve school success regardless of (1) English language competency, (2) pupil birthplace, (3) parental birthplaces, (4) sex membership, (5) length of residency in the United States, and (6) scholastic aptitude. The results suggest that lack of English may not be the most important barrier to the school success of the Mexican-American. The fact that Spanish-speaking pupils of recent residency did not fall behind English-speakers suggests that positive identification with one's culture is a more powerful motivator for tested achievement than competency in English. (Author)

(854) 71-2905 Lutes, William Dale. FINANCIAL ARRANGEMENTS OF ADULTS ENROLLED IN UNIVERSITY EXTENSION EVENING AND FIELD CLASSES. The University of Nebraska, 1970, 31(8), 3826-A.

The findings of this study are the basis for the following recommendations: (1) a state subsidy should be provided to assist

institutions in providing programs designed to meet adult needs; (2) the scholarship and financial aids program should be extended to adult students; (3) the occupational needs of the community should be determined and used as a guide to programming of adult class offerings; and (4) the course offerings should be designed to meet the needs of those students oriented to certificate programs, associate degrees, and four-year degrees. (Author)

(855) 71-4677 McAddo, Harriette Ann Pipes. RADICAL ATTITUDES AND SELF CONCEPTS OF BLACK PRESCHOOL CHILDREN. University of Michigan, 1970, 31(8), 3963-A.

The findings were: (1) no correlation was found between racial attitudes and self concept. (2) children in the all-Black Southern rural community were significantly higher in self concept, while no differences were found in their racial attitudes; (3) the nonintact children were consistently higher on all self concept scores and subscores and they had a nonsignificantly more positive attitude towards Blacks; and (4) boys were significantly higher than girls on self concept, while no statistically significant sex difference was found on the racial attitude scores. (Author)

(856) 71-4678 McAdoo, John Lewis. AN EXPLORATORY STUDY OF RACIAL ATTITUDE CHANGE IN BLACK PRESCHOOL CHILDREN USING DIFFERENTIAL TREATMENTS. University of Michigan, 1970, 31(8), 3963-A.

Findings were that racial attitudes can be changed in both a positive and negative direction. The results supported Williams and Edwards (1967) in finding negative reinforcement to cause greater changes than positive reinforcement and Black-consciousness curriculum. (Author)

(857) 70-27,211 McCabe, Fred James. A COMPARISON OF SELECTED PSYCHOLOGICAL, SOCIOLOGICAL, AND EDUCATIONAL CHARACTERISTICS OF OCCUPATIONAL, ACADEMIC, AND VOCATIONAL GROUPS. University of Idaho, 1970, 31(7), 3273-A.

Of the data classified "educational," academic students had significantly higher scores than either the vocational students or occupational workers and in most subject matter areas after grade three. Occupational workers and vocational students had essentially the same level of performance. On the basis of this study it is possible to identify the unique characteristics from the data available in cumulative record folders of occupational workers, academic students, and vocational students, and to identify the similarities and differences among the groups as early as the elementary grades. (Author)

(858) 70-20,491 McCary, Patrick Wellington. THE EFFECTS OF SMALL SELF-UNDERSTANDING GROUPS ON THE SELF-CONCEPT AND ANXIETY LEVEL WHEN GROUP COMPOSITION HAS BEEN VARIED. Michigan State University, 1970, 31(5), 2112-A.

The study results supported the hypothesis that the heterogeneous groups would experience more state anxiety than either the homogeneous or complementary groups. The complementary group reported that they would be more willing to volunteer again for a self-understanding group, understood themselves better after the group experience and had their expectations fulfilled to a greater extent than the homogeneous group members. No significant differences were found between the heterogeneous group and complementary or homegeneous groups on the same questions. The analysis of pretest trait anxiety comparing feeling types with thinking types did not support the hypothesis that the different types would significantly differ in their trait anxiety level. (Author)

(859) 71-9114 McCullouch, James Victor. THE EFFECT OF USING A BEHAVIORAL-OBJECTIVES CURRICULUM IN MATHEMATICS ON THE ACHIEVEMENT OF NINTH-GRADE PUPILS IN THE MERIDIAN SEPARATE SCHOOL DISTRICT. University of Alabama, 1970, 31(10), 5114-A.

Findings resulting from the analysis of the data indicated that the behavioral-objectives, or experimental group, made greater progress in arithmetic fundamentals and reasoning as measured by the tests than did the textbook, or control group. The utilization of experiences in a mathematics laboratory by both the experimental and control groups failed to produce a significant difference between the two groups in achievement in arithmetic. The use of team teaching and a behavioral-objectives curriculum as compared to team teaching and a textbook program produced no significant difference in achievement in arithmetic. (Author)

(860) 71-12,647 McCune, Allen D. AN INVESTIGATION OF THE EFFICACY, IMPLEMENTATION, AND EFFECTIVENESS OF COLLEGE STUDY-SKILLS PROGRAMS. University of South Dakota, 1970, 31(11), 5771-A.

Answers were sought to research questions regarding: (1) college study-skill programs and their efficacy in developing academic skills; (2) descriptions of selected student characteristics; (3) attrition rates of voluntary participants in a comprehensive study-skills program; and (4) academic status of former participants. Among the results were that: (1) an apparent need existed for comprehensive college study-skills programs in higher education; and (2) the results of standardized scholastic-aptitude tests, previous high school or college academic achievement, student responses to survey questionnaires, and the results of standardized reading-ability tests appeared to be valid indicators for identifying students deficient in selected academic skills. (Author)

(861) 70-26,709 McFarlane, Paul Thomas. RACIAL AND SOCIAL CLASS DIFFERENCES IN THE PLAY OF A PARENT-CHILD SIMULATION GAME. Johns Hopkins University, 1970, 31(7), 3640-A.

The results are discussed as they apply to: (1) utility of simulation games as social psychological research techniques; (2) previous results with respect to racial and social class differences in behaviors and attitudes, particularly with respect to the area of social control; and (3) predictions of theories of deviant behavior in particular systems of social control. (Author)

(862) 71-4876 McGovern, Eugenia Gaye Roddis. EFFECT OF AN IN-SERVICE EDUCATION COURSE ON TEACHERS' FORMULATION AND USE OF BEHAVIORAL OBJECTIVES. University of California, Los Angeles, 1970, 31(8), 3827-A.

Based on the findings of the study, the most important conclusion was that the following primary hypotheses were highly tenable: one month after completion of the in-service education course, the experimental group of teachers will show a significantly more favorable attitude toward the use of behavioral objectives as instructional goals and will make a significantly greater use of behavioral objectives than will the control group who did not have the course. (Author)

(863) 71-1333 McHugh, William Thomas. A STUDY OF THE DIFFERENCES IN SELF-CONCEPT AND OCCUPATIONAL ROLE CONCEPTS OF YOUNG WOMEN AND MIDDLE-AGED WOMEN IN OCCUPATIONAL TRAINING PROGRAMS. University of Oregon, 1970, 31(7), 3273-A.

The following conclusion may be proposed: middle-aged women view the relationship between self-concept and ideal self-concept, self-concept and self-acceptance, and selected occupational role and occupational role acceptance with greater congruency than do younger women. (Author)

(864) 70-24,437 McIlvaine, Joseph Francis. AN INVESTIGATION OF CLIENT RATINGS OF EFFECTIVENESS FOR BEGINNING COUNSELOR TRAINEES. Ohio University, 1970, 31(6), 2688-A.

The investigation had two major focuses: (1) the assessment of the agreement of the ratings of counseling effectiveness for beginning counselors by coached and noncoached raters; and (2) the assessment of the agreement of the ratings of counseling effectiveness for beginning counselors by coached and noncoached raters when compared with the criterion of the study, a compilation of similar ratings made by the counselors' practicum supervisors. One important generalization can be made from the investigation, it appeared that clients who have received training in the coached rater methodology were similar to professional counselor educators in the CEI ratings of beginning counselors. (Author)

(865) 71-5789 McIvor, Marilyn Yvonne Hoffman. GRADUATE STUDENTS' PERCEPTIONS OF GUIDANCE SERVICES IN THREE IOWA UNIVERSITIES. The University of Iowa, 1970, 31(9), 4468-A.

More serious concerns were reported in the area of Adjustment to College Work by graduate students than other areas. Finances, Living Conditions, Employment, Social and Recreational Activities, Personal-Psychological Relations, and The Future followed respectively as areas of concern to all graduate students. The married and unmarried graduate student both report more serious concerns in the area of Adjustment to College Work than any other. Primary concerns to students working toward Master degrees were problems of Adjustment to College Work. Doctoral students were concerned mainly with problems in Social and Recreational Activities. Male and female students reported problems with Adjustment to College Work and Personal-Psychological Relations respectively. Graduate students gave more negative responses than positive responses when asked about seeking help from the four guidance services. Guidance facilities were also seen as being inappropriate facilities for their problems. (Author)

(866) 70-3458 Mack, Jeanne. THE DATING AND RATING PREFERENCES OF A GROUP OF MALE AND FEMALE COLLEGE STUDENTS. Texas Woman's University, 1969, 31(10), 5519-A.

Data analysis revealed that male and female college students, regardless of classification, tend to support the same characteristics for popularity on campus. Personality, physical, and sociability characteristics were rated as important factors in determining popularity. Males ascribed more importance on personality and sexual accessibility characteristics in serious dating than did females. Males placed more importance on physical characteristics for a prospective marriage partner than did females. Freshmen attributed more importance to sociability and status achievement characteristics in date and mate selection than did seniors. (Author)

(867) 71-3360 McKanna, Robert Anthony. CHARACTERISTICS AND ATTITUDES OF HIGH SCHOOL INFORMAL STUDENT LEADERS. University of Missouri - Columbia, 1970, 31(8), 3827-A.

There are significant and distinguishable differences between formal and informal leaders which can be used to identify potential student activists. Informal student leaders ranked higher than the randomly chosen students on factors closely related to school success except "attitude toward the high school." If significant changes are to be produced in the attitudes of senior high school activists, the treatment should start earlier in their school careers and should continue over an extended period of time. (Author)

(868) 70-22,459 McLain, Katharine Janet. MEASURING THE INTERESTS OF ADOLESCENTS BY MEANS OF "THE WORD ASSOCIATION INTEREST TEST." Boston University School of Education, 1970, 31(5), 2112-A.

The Word Association Interest Test study explores the interests of junior high school pupils and measures the intensity of their interests by measuring the extent of their information and achievement in noncurricular areas through the construction and validation of a vocabulary test. Significant tentative conclusions regarding the validity and reliability of the test and uses for it in counseling junior high school students are given. (Author/CG)

(869) 71-6044 McMinn, Gordon Nathaniel. A COURSE IN HUMAN BEHAVIOR FOR HIGH SCHOOL STUDENTS. United States International University, 1970, 31(9), 4554-A.

The objectives of the Human Behavior class were envisioned as guidelines which would enable students to achieve specific desired outcomes. On the basis of excerpts from written work of the students, it was concluded that the guidelines used in the development of the Human Behavior program did enable some of the students to achieve some of the desired outcomes. There is no evidence in this study to indicate whether any one student achieved all the desired outcomes, nor to indicate that all students achieved some of the desired outcomes. However, all the desired outcomes were met in part as evidenced by the student work. (Author)

(870) 71-13,091 McMurrain, Truman Thomas. LEVELS OF INTERPERSONAL FUNCTIONING IN COUNSELING GROUP INTERACTIONS. University of Georgia, 1970, 31(11), 5771-A.

Conclusions were that: (1) the mean level of functioning for the group throughout the 32 weeks of counseling was below the point defined as minimally helpful; (2) the group as a whole did not operate at a very high level of interpersonal functioning; (3) the pattern of group level of functioning was curvilinear; and (4) group counseling allowed some members to increase in level of interpersonal functioning while other members remained essentially as they were initially. Several implications based on these conclusions were noted. Most fundamental was the group level of interpersonal functioning is a viable way of looking at group process over time. (Author)

(871) 71-5981 MacPherson, Lucille I. THE EFFECTS OF SOCIAL CLASS ON FEMALES' PERCEPTIONS OF TRADITIONAL SEX-ROLE ADHERENCE IN OCCUPATIONS. Arizona State University, 1971, 31(9), 4467-A.

An inventory devised especially for this study was administered to examine perceptions of traditional sex-role adherence in occupation. The analysis revealed significant differences between the responses of females in three social classes for Semi-professional Occupations, Managerial and Official Occupations, Skilled Occupations, and Semi-skilled Occupations. For this population it can be concluded that social class is an important factor influencing female high school students' perceptions of sex-role stereotypes in occupations. These findings are an important step toward a better understanding of some of the

factors involved in females' occupational decision-making and the subsequent development of a theory of vocational choice for women that is based on an actual study of females rather than males. (Author)

(872) 71-4194 McWilliams, Alfred Edward, Jr. A FOLLOW-UP STUDY OF ACADEMICALLY TALENTED BLACK HIGH SCHOOL STUDENTS. University of Northern Colorado, 1970, 31(8), 3785-A.

The purpose of this study was to determine if black high school students from different socioeconomic areas of the same city had equal opportunities and encouragement to attend college. From the analysis of the data gathered, the writer concludes that the participants who graduated in the upper 10 percent of their classes between the years of 1954 and 1963, did receive equal opportunities and encouragement to attend college, with financial aid in the form of scholarships. (Author)

(873) 71-3357 Maierhofer, Richard Alan. PUPIL BEHAVIOR CHANGE THROUGH GROUP COUNSELING AND TEACHER CONSULTATION. University of Missouri - Columbia, 1970, 31(8), 3879-A.

The following conclusions are warranted: (1) significant changes in pupil's adaptive behavior can occur within the counseling setting, and following behavioral counseling and teacher consultation, children displayed a significant increase in adaptive responses within the counseling setting; and (2) significant changes in pupil's classroom behavior resulted from a combination of behavioral group counseling and teacher-counselor consultation meetings. (Author)

(874) 71-4804 Malnati, Richard John. AN INVESTIGATION OF TIME-LIMITED INITIAL INTERVIEW LENGTHS AND THEIR EFFECTS ON THE LEVEL OF THERAPEUTIC CONDITIONS. Ohio University, 1970, 31(8), 3879-A.

A shorter interview of 30 minutes is as effective in generating therapeutic conditions as a longer 50-minute interview, with respect to the instrument employed. Time limits on interview lengths do not appear to have deleterious effects on the initial counseling relationship. (Author)

(875) 70-26,609 Maloney, William Paul. A REVIEW AND ANALYSIS OF THE REPORTED EXPERIMENTAL RESEARCH ON GROUP COUNSELING IN HIGHER EDUCATION BETWEEN 1955 AND 1967. University of Virginia, 1970, 31(9), 4467-A.

Thirty-one studies were included in this study. The findings indicated that one of the following problems was generally investigated in connection with group counseling: academic achievement, attitudes, or personality characteristics. In the majority of the studies, the treatments provided under the rubric of group counseling were not specifically related to parent psychological or counseling theories. These treatments were generally of short duration from one to 15 hours. It was concluded that the efficacy of group counseling had been neither proved nor disproved by the reported experimental research. It was concluded that additional strictly disciplined research is required in group counseling in higher education. (Author)

(876) 71-561 Manning, Jean Bell. THE INFLUENCE OF A SHORT-TERM PROGRAM TO IMPROVE THE SELF-CONCEPT OF SELECTED NEGRO CHILDREN. North Texas State University, 1970, 31(7), 3174-A.

It is concluded that a short-term program of study and activity can influence concepts of Negro children. The self-concept appears to be a necessary factor to study in the educationally-disadvantaged Negro youth. (Author)

(877) 71-1146 Manning, William Orville. AN INVESTIGATION OF STUDENT UNREST IN SELECTED PUBLIC HIGH SCHOOLS. University of South Dakota, 1970, 31(7), 3174-A.

Findings of the study are: (1) the initial cause of unrest does not begin within the high school; (2) the schools do have a responsibility in unrest; (3) it is necessary to have fair and competent disciplinary procedures to maintain a good atmosphere within the school; (4) when unrest has arisen, it is necessary to involve the students, community, and faculty in a joint effort to attempt to work out the causes and successful alleviation of this unrest; (5) the addition of clubs, new activities, and extracurricular programs does not seem to be successful as a method of avoiding unrest; (6) having an understanding and capable faculty is an excellent way of avoiding unrest; (7) it is important to have a curriculum that deals in many aspects of education; and (8) a good guidance and counseling program is imperative in dealing with unrest and in avoiding unrest. (Author)

(878) 70-23,371 Maples, Wallace Rogers. FUNCTIONS OF CHIEF STUDENT PERSONNEL ADMINISTRATORS OF PUBLIC JUNIOR COLLEGES. Indiana University, 1970, 31(6), 2707-A.

The purposes of this study were to describe the functions of chief student personnel administrators of public junior colleges and to investigate and describe the perceptions held by these administrators about selected statements within six categories of activities normally considered student personnel functions. These categories were: admissions and records, financial aid, counseling, student activities, placement, and research. The major findings and conclusions are included. (Author)

(879) 70-25,208 Maroun, Theodore John. DIFFERENTIAL EFFECTS OF TWO METHODS OF ENCOUNTER GROUP TRAINING ON THE PERSONAL GROWTH OF COUNSELOR CANDIDATES. ("Personal Orientation Inventory," following page 103, not microfilmed at the request of author. Available for consultation at the Indiana University, 1970, 21(10), 5134-A.

The study was undertaken as part of the continuing research on small interaction groups in counselor education. The 12 scales of the Personal Orientation Inventory (POI) were used as the dependent variables. The results of the analyses revealed significant differential treatment effects on six of the 12 dependent variables favoring facilitator-led groups for both short and long term effects. Both groups experienced a significant within-groups increment on four of the 12 dependent variables. Only the self-directed groups experienced significant within-groups increments between the post and delayed post tests on the criterion variable of time competence and spontaneity. (Author)

(880) 71-5395 Marsalis, Lloyd Wilton. A STUDY OF THE IMPACT OF ATTITUDES ON ACADEMIC PERFORMANCE OF STUDENTS AT THE MISSISSIPPI STATE COLLEGE FOR WOMEN. University of Southern Mississippi, 1970, 31(8), 3962-A.

Faculty and student participants in the study at The Mississippi State College for Women, 1968-69, indicated that their perceptions of each other showed no significant effect upon the grades earned by the students. Faculty appeared to view students as possessing attitudinal characteristics similar to themselves, while students attributed attitudinal characteristics to their

instructors which students did not assign to themselves. There was less change in faculty perceptions of students after assignment of grades than of students' perceptions of faculty. (Author)

(881) 71-8683 Marth, Donald Rudell. THE EFFECT OF GROUP COUNSELING ON VISUAL IMAGERY AND SELECTED PERSONALITY FACTORS FOR JUNIOR AND SENIOR LEVEL HIGH SCHOOL STUDENTS. North Texas State University, 1970, 31(10), 5134-A.

Experimental subjects who participated in the group-counseling sessions showed a significantly greater gain than the control group in ascendance. The correlation of positive mean differences between the change in perception of visual images and self-concept for those experimental students who received group counseling was statistically significant. There was a positive mean difference in perception of visual images and ascendance for the experimental group. (Author)

(882) 70-24,405 Matanovich, Jamie Porter. THE EFFECT OF SHORT-TERM GROUP COUNSELING UPON POSITIVE PERCEPTIONS OF MATE IN MARITAL COUNSELING. Arizona State University, 1970, 31(6), 2688-A.

In general, the results of this study indicated that there was a significant difference in reconciliations between the control group and the Encountertape groups. Male subjects treated with Encountertapes in six sessions or the problem-centered approach perceived a greater affiliation in their mates than did female subjects, but female subjects treated with Encountertapes in four sessions perceived a greater affiliation in their mates than did male subjects. (Author)

(883) 71-6093 Maynard, Peter Elwood. ASSESSING THE VOCATIONAL MATURITY OF INNER-CITY YOUTHS. State University of New York at Buffalo, 1970, 31(9), 4468-A.

Data were collected on 450 randomly selected eighth-grade boys in four schools--90 from an inner-city black segregated school, 90 from an inner-city white segregated school, 90 whites and 90 blacks from an inner-city integrated school, and 90 from a white surburban middle-class school. School counselors administered the VDI and the Vocational Questionnaire, which was especially devised for this investigation. It was concluded that using the VDI with urban lower socio-economic groups was impractical. The instrument inherently has a heavy loading of intelligence factors, it seems culture-bound, and its readability for these students is questionable. The high maladjustment scores for the inner-city groups on the Deviation scale indicates these groups do not understand the normal occupational choice pattern and are not ingrained with middle-class values concerning work. The Vocational Questionnaire because of its simple language, format, and item content, proved useful in assessing the vocational maturity of inner-city boys. The success of the Vocational Questionnaire emphasizes the need for local research to aid in counseling with the culturally disadvantaged. (Author)

(884) 71-1148 Meerdink, Robert Clayton. THE ACCURACY AND SOURCES OF JUNIOR HIGH SCHOOL STUDENTS, AND THEIR SELF-RATINGS OF THEIR KNOWLEDGE OF THE CONCEPTS. University of South Dakota, 1970, 31(7), 3177-A.

An analysis of the data led to these findings: (1) the concepts about which the students appeared to have an adequate knowledge were pregnancy and menstruation, and the concepts of the study about which the students were the least knowledgeable were homosexuality and masturbation; (2) the students' self-rating of their extent of knowledge of the concepts generally increased as they advanced from the seventh to the ninth grade level; (3) the students' knowledge about the concepts as measured in this study was more adequate than the manner in which they rated themselves about the concepts; (4) the primary source of information for most of the concepts used in this study was the teacher or school; and (5) the sources from which the students claimed they received the least amount of information about the concepts were the minister or church and the doctor. (Author)

(885) 70-21,547 Merck, Kenneth Horace. A MODEL OF A PERCISION VIDEO-TAPE COUNSELING PROCEDURE: THE EFFECTS OF VIDEO-TAPE PLAYBACK ON THE PRODUCTIVITY AND NON-ATTENTION-TO-WORK BEHAVIOR OF INDIVIDUAL MULTIPLY-HANDICAPPED CLIENTS. Indiana University, 1970, 31(6), 2689-A.

The method employed was the individual experiment in which repeated measures were obtained for each subject, each subject serving as his own control. The results suggest that the effects of video-tape playback vary not only with the individual but with the work situation. Other results showed that the correlation between productivity and non-attendance-to-work behavior ranged widely, indicating considerable variance among individuals. A comparison between the video-playback treatment and isolation avoidance suggests that the latter may be more effective in increasing the productivity of some clients than video-playback treatment and isolation avoidance suggests that the latter may be more effective in increasing the productivity of some clients than video-playback. (Author)

(886) 71-7195 Mickelson, Douglas James. THE DIFFERENTIAL EFFECTS OF FACILITATIVE AND NON-FACILITATIVE BEHAVIORAL COUNSELORS UPON STUDENT VERBAL INFORMATION-SEEKING BEHAVIOR. State University of New York at Buffalo, 1970, 31(9), 4469-A.

It was hypothesized that facilitative counselors would produce a significantly greater amount of client information-seeking behavior than non-facilitative counselors without regard to sex differences. This hypothesis was confirmed. Also, there were no differences between facilitative and non-facilitative counselors in the frequency of client non-information-seeking behavior, frequency of counselor reinforcing stimuli, and length of the interview. (Author)

(887) 71-483 Middendorf, Lorna Ann. MOTHERS AS MEDIATORS IN THE PERCEPTUAL AND LEARNING ABILITIES OF INNER CITY KINDERGARTEN CHILDREN. Rutgers University, The State University of New Jersey, 1970, 31(8), 3966-A.

It was concluded that disadvantaged mothers could mediate relatively positive changes in the perceptual abilities of their kindergarten children, given basic training in implementing a developmental learning program for visual perceptual skills. The relative success of the mother as mediator in this study had a relationship to her very early expectations for independent behaviors in her child and her own low controlling attitude. (Author)

(888) 71-4374 Miller, Brian Paul. A STUDY OF THE RELATIONSHIPS AMONG STUDENT SELF-CONCEPT, TEACHER IMAGE, AND ABILITY GROUPING. Western Michigan University, 1970, 31(8), 3966-A.

The major conclusion was that homogeneous ability grouping appeared to be a more favorable practice with respect to the academic self-concept of slow learners than heterogeneous ability grouping. (Author)

(889) 71-11,921 Miller, Thomas Virgil. THE EFFECT OF SELF AND IN VIVO DESENSITIZATION ON COUNSELOR TRAINEE ANXIETY AND PERFORMANCE. Michigan State University, 1970, 31(11), 5772-A.

The primary finding of the study was that there was no effect on anxiety level due to treatments. The interaction effect for treatments and major was significantly related to the Anxiety Differential posttest measure, as was the effect of the Taylor Manifest Anxiety Scale scores on the performance measure. The primary reason suggested for lack of treatment effects was that the subjects were not particularly anxious in this situation. Also, subjects were not volunteers and may not have been highly motivated to participate in desensitization. The interaction effect of treatments and major was explained on the basis of commitment to counseling of counseling and non-counseling subjects. (Author)

(890) 71-2652 Miller, Virgil Joe. STUDENT PERCEPTIONS OF THE PURDUE UNIVERSITY DEAN OF MEN'S OFFICE. Purdue University, 1970, 31(8), 3880-A.

Analysis of the data in this study led to the following conclusions: (1) student's opinions about the functions performed by the Dean of Men's Office are influenced by the type of contact they have had with personnel from that office; (2) contact of a student with the Dean of Men's Office does not lead him to conclude that the office performs other type functions in a similar manner. (Author)

(891) 70-24,834 Mills, Joseph L. LEGAL RIGHTS OF COLLEGE STUDENTS. Miami University, 1970, 31(8), 3905-A.

The central problem of this study was to determine the present status of the legal rights of college students by an assessment of change in law and an identification of recent historical-legal trends. The weight of authority appears to side with college officials in setting admission standards. The rights of student expression are increasing in such areas as association, dress and appearance, free speech, and freedom of the press. Case law trends operate against student violence, filthy speech, the takeover of buildings, and the blocking of thoroughfares, and disruption in general. (Author)

(892) 71-9119 Minetos, Peter. INFLUENCE OF MALE INTERVENTION FIGURE UPON SEX-ROLE IDENTIFICATION OF CERTAIN PRESCHOOL CHILDREN. University of Alabama, 1970, 31(10), 5208-A.

On the basis of the findings it was concluded that the treatment variable was more effective with the male segment of the experimental group than with the female portion. The study concluded that the treatment variable was effective in promoting satisfactory sex-role identification among the male segment of the experimental group. (Author)

(893) 71-13,093 Moates, Floyd Kenneth. SOME EFFECTS OF HUMAN RELATIONS TRAINING ON FACILITATIVE COMMUNICATION AND SELF-ACTUALIZATION OF RESIDENT ASSISTANTS AT THE UNIVERSITY OF GEORGIA. University of Georgia, 1970, 31(11), 5773-A.

The following are the findings of the study: (1) human relations training based on the Carkhuff facilitation model is instrumental in effecting facilitative communication skills of empathic understanding, respect, and genuineness; (2) three weeks following the program of human relations training, the experimental group maintained its level of empathic understanding, respect and genuineness; and (3) the program of human relations training using the Carkhuff model does not appear to affect the level of self-actualization of resident assistants. (Author)

(894) 71-3833 Moed, Lillian Weissman. BELIEF SYSTEMS AND ASPIRATIONS ON FAMILY LIFE OF LOWER CLASS BLACK YOUTHS. University of California, Los Angeles, 1970, 31(8), 4300-A.

A belief system was found which was based on middle class American values. Despite the heterogeneity of responses to ghetto life, most real family situations were in conflict with ideal models. A peer group subculture was found which classified most of the informants as part of the respectable element of the community. White racism was seen as a basic deterrent in achieving conventional mainstream family patterns, good jobs, relevant education, and as responsible for confinement to segregated neighborhood. (Author)

(895) 71-10,665 Montgomery, James Lewis. THE EFFECTS OF AWARENESS TRAINING IN A MODIFIED ENCOUNTER GROUP ON SELECTED ASPECTS OF PERSONALITY WITH KINDERGARTEN CHILDREN. University of Miami, 1970, 31(11), 5773-A.

This study was designed to investigate the effects of Methods in Human Development, Awareness Training, a curriculum developed and written by Bessell & Palomares designed to enhance child development in the direction of better mental health, on selected aspects of personality with kindergarten children. The hypotheses were stated in null form to answer the following questions: (1) do the leader effects on the subjects differ on the 16 variables taken simultaneously; (2) are leader-treatment interaction effects significant; (3) do the experimental subjects differ from the control subjects on the 16 variables taken simultaneously; and (4) which of the criterion variables show a significant difference across either of the factors? The answers to questions one, two, and three are negative. The answer to question four, suggested by this study, is that awareness of self and sensitivity to others show significant gains across the treatment factor. (Author)

(896) 70-26,793 Morgan, Elizabeth Riddick. BEHAVIOR THEORY COUNSELING WITH CULTURALLY DISADVANTAGED, UNDERACHIEVING YOUTH. Columbia University, 1970, 31(7), 3274-A.

Results of the study indicate that behavior theory counseling helps the culturally disadvantaged underachievers improve in grade point averages, study habits and attitudes, and self-esteem, and maintain that improvement. (Author)

(897) 70-26,943 Morgan, James Michael. THE EFFECT OF MODEL EXPOSURE AND BEHAVIOR REHEARSAL ON THE INITIATION OF DATING EXPERIENCES BY SELDOM DATING COLLEGE MEN. Indiana University, 1970, 31(7), 3275-A.

The results of the study indicate that having a seldom dating college man rehearse date-initiating behavior with a girl may reduce the degree of anxiety he feels in such situations. While there were no significant results on the three criteria of date-initiating behavior, there was some indication that behavior rehearsal only was helpful but that the combination of model exposure plus behavior rehearsal in the same interview may have a detrimental effect. (Author)

(898) 71-6229 Morisey, Patricia Garland. PROFESSIONAL ADVOCACY, COMMUNITY PARTICIPATION AND SOCIAL PLANNING: THE CASE OF THE UNMARRIED MOTHER FROM THE "INSIDE THE GHETTO" PERSPECTIVE. Columbia University, 1970, 31(10), 5522-A.

Social problem planning is a strategy of power coalition directed primarily toward policy change in the relevant societal systems and social welfare institutions. From the "inside the ghetto" perspective, social problem planning is a strategy of power coalition which relies heavily on the advocate planner and the community participant, including the consumers of services, and is directed to eliminating racism and to redressing the imbalance of power and resources in the relevant systems and institutions. (Author)

(899) 71-2129 Morril, Richard Allen. HARMONY OF SELF-CONCEPT AS A FACTOR INFLUENCING THE VOCATIONAL DEVELOPMENT OF UPPER-CLASS AND GRADUATE MALE COLLEGE STUDENTS. Michigan State University, 1970, 31(8), 3880-A.

The findings of this study indicated that an increase in the degree of ego integration accompanies an increase in diversity of vocational interests. There was also a positive, statistically significant relationship between one of the measures of consistency of self-concept and diversity of vocational interests. (Author)

(900) 71-6344 Mrus, Frank, Jr. PERCEPTION OF VERBAL COUNSELOR BEHAVIORS: A FACTOR ANALYTIC STUDY. The Pennsylvania State University, 1970, 31(9), 4469-A.

The study utilized phenomenological-perceptual theory as the theoretical base of the research. A 90-item structured Q-sort representing leading, nondirective, and directive verbal counselor behaviors was devised. Results of the study strongly suggested that differences exist between groupings of undergraduate Rehabilitation Education students in the manner in which they perceive verbal counselor behaviors of leading, nondirective, and directive types. Two of the isolated factors representing differing perceptions of verbal counselor behaviors could be related to the demographic variables of age and grade point average. (Author)

(901) 71-5373 Mund, Richard Gordon. A COMPARISON OF TRANSFER, VOCATIONAL, AND CONTINUING ADULT STUDENTS' REACTIONS TO THEIR COLLEGE EXPERIENCE IN TEN COLORADO PUBLIC TWO-YEAR COLLEGES. University of Denver, 1970, 31(8), 3907-A.

The conclusions of the study were: (1) some students do appear to attempt to find an educational program suited to their abilities and/or interests by attempting various types of educational programs offered by the two-year colleges; (2) vocational students are significantly more satisfied with their overall college experience than either the transfer students or the continuing adult students; (3) areas of dissatisfaction with the two-year college experience are the social life and extra-curricular activities available on campus and the selection of courses offered by the colleges; and (4) better than half of the two-year college students do not appear to receive assistance in deciding to attend college or in deciding to attend the two-year college instead of the four-year institution. (Author)

(902) 71-6676 Nunson, Paul Jonathan. AN INVESTIGATION OF THE RELATIONSHIP OF VALUES, AND CURRICULUM SELECTION TO VOCATIONAL MATURITY. University of Virginia, 1970, 31(9), 4470-A.

The findings of the study indicated that (1) there were no significant differences in vocational maturity among college-bound, work-study, general, and technical groups; (2) there were no significant correlations existing between vocational maturity and selected scales of the VIP; and (3) a significant correlation existed between vocational maturity and the VIP scale: Knowledge. (Author/BY)

(903) 71-2656 Mybeck, John Walter. ROLE OF THE SCHOOL AS PERCEIVED BY TEACHERS AND ENVIRONMENTAL PRESS AS PERCEIVED BY STUDENTS IN TWO SUBURBAN HIGH SCHOOLS CLASSIFIED BY SELECTED DEMOGRAPHIC CHARACTERISTICS. Purdue University, 1970, 31(8), 3831-A.

This study found that each school had its own unique environment which in both instances appeared to be female-oriented. This finding, however, does not allow for the formulation of a generalization concerning the environmental press perceived in suburban high school settings since demographic and personal forces tend to intervene in each school. The particular school setting and particular classifications of teachers tended to be factors that intervened to influence role perceptions. (Author)

(904) 71-35 Nasiadka, Sister Mary Jan. THE RELATIONSHIP BETWEEN PERCEPTION OF COLLEGE ENVIRONMENT AND SCHOLASTIC ACHIEVEMENT FOR STUDENTS ENROLLED IN A COMMUNITY COLLEGE. Fordham University, 1970, 31(7), 3275-A.

The purpose of this study was to explore the relationships between perceptions of a college environment, as measured by the College Characteristics Index, and the scholastic achievement of men and women students enrolled in transfer and career programs offered in a community college for one year of full-time study. The findings were: (1) only one perception factor, aspiration level, of the College Characteristics Index (CCI) related significantly with grade point average for the men transfer group; and (2) of the eleven CCI factors tested, six made a significant contribution to the regression equation. These were: (1) aspiration level; (2) student dignity; (3) academic achievement; (4) self-expression; (5) academic organization; and (6) social form. (Author)

(905) 71-13,443 Neil, Thomas C. CRIMINAL OFFENDER PREFERENCE FOR COUNSELOR BACKGROUND AND COUNSELING TECHNIQUE. University of Florida, 1970, 31(11), 5775-A.

Significant differences were not found in preference for either a particular counselor or a counseling technique. The hypothesized differences in preference between offenders and students for counselors more similar to themselves were not retained. In addition, the hypothesized preference for the advice-giving-directive technique was not retained. Significant differences were found in that the students were more open to all confidants--counselor, best friend and parent. In addition, both offenders and students preferred to discuss personally relevant statements with a counselor as compared to a best friend or parent. (Author)

(906) 71-2812 Nelson, Dennis Earl. AN EXPERIMENTAL EVALUATION OF METHODS OF TEACHING STUDENTS TO CONSIDER ALTERNATIVE PROBLEM SOLUTIONS. Stanford University, 1970, 31(8), 3881-A.

Among the conclusions were the following: (1) no one training strategy of those investigated proved to be optimal for helping students to acquire effective problem-solving behaviors; (2) social reinforcement did have an effect upon some problem-solving behaviors examined but that was confined to the specific behaviors for which the reinforcement was given and to behaviors closely related to them; and (3) no training medium was found to be most effective irrespective of either the specific problem-solving behaviors being assessed or such variables as the use of reinforcement and the sex of the subjects. (Author)

(907) 71-8192 Nelson, Gary Lee. AN INVESTIGATION OF SELECTED CORRELATES OF SELF-CONCEPT IN CHILDREN. University of Minnesota, 1970, 31(10), 5210-A.

The present study was an investigation of the relationship between two paper-pencil, self-report measures of self-concept. It was hypothesized that they would be highly correlated in terms of total score measure and in terms of internal factor structure. Predictions were confirmed that there would be no significant age differences on the two tests. The hypothesis of no sex differences, however, was not supported for one of the self-concept measures. Relationships between the self-concept test and measures of intelligence and achievement were generally low in the positive range and

were in the most part statistically significant. Teacher judgment was found to be highly successful in separating youngsters who differed in levels of tested self-concept. (Author)

(908) 70-24,992 Nuzum, Robert Edward. INFERRED PARENTAL IDENTIFICATION AND PERCEIVED PARENTAL RELATIONSHIP AS RELATED TO CAREER- AND HOMEMAKING-ORIENTATION IN ABOVE-AVERAGE ABILITY COLLEGE WOMEN. Washington State University, 1970, 31(6), 2689-A.

From the findings of this study it was concluded that homemaker-oriented women perceived their relationship to their fathers as freer, more sensitive, smoother, and more pleasurable than career-oriented women perceived this relationship. The two orientation groups did not appear to perceive their relationships to their mothers differentially. There were no significant group differences between homemaker-oriented and career-oriented women when identification was defined as evaluative statements or statements about potency. There was a tendency for career-oriented women to evaluate themselves as they evaluated their fathers rather than their mothers. (Author)

(909) 71-5659 O'Keefe, Garrett James. FAMILY COMMUNICATION ORIENTATIONS AND INTERPERSONAL AGREEMENT, ACCURACY AND CONGRUENCY. The University of Wisconsin, 1971, 31(11), 6161-A.

It was hypothesized that the higher the amount of communication between parent and child, the higher the child's agreement with the parent, his accuracy in perceiving the parent's opinions, and his congruency with the parent. Further, the greater the parent-child concept-orientation, the greater the child's accuracy; the greater the socio-orientation, the greater his congruency; and the greater the combined orientations, the greater the agreement. It was found that higher communication was significantly associated with higher coorientation scores only for the college topic, and for issue congruency. No significant effects were found between the communication orientations and the co-orientation scores. Agreement and congruency were found to be higher among junior high rather than senior high children on both topics, and in general all effects were stronger among junior high children. (Author)

(910) 71-4880 Olayinka, Moses Siyanboia. EFFECTIVENESS OF TWO MODES OF COUNSELING IN ASSISTING AFRICAN STUDENTS TO ADJUST TO THE GENERAL UNIVERSITY ENVIRONMENT. University of California, Los Angeles, 1970, 31(9), 4470-A.

Four females, trained to a criterion level of .70 in implementing both modes of counseling, were blocked by Race (two Blacks, two Whites). Rotter's I-E Scale served as a blocking variable in this study. Dependent variables consisted of affective and behavioral process and outcome measures designed to assess the efficacy of counseling. The results indicated that counselees in the experimental group reported fewer problems of adjustment than control group subjects. There were no significant differences between external and internal counselees' satisfaction with counseling. There were no significant main effect differences for mode, race and personality in the number of counselee behavioral objectives proposed and attained. There was a trend for external counselees to attain more behavioral objectives than internal counselees. (Author)

(911) 71-5396 Oliver, Charles Michael. A STUDY OF THE EFFECTS OF BEHAVIORAL GROUP COUNSELING ON SELF-ACTUALIZATION. University of Southern Mississippi, 1970, 31(8), 3881-A.

The treatment in this study involved the utilization of behavioral group counseling as a means of bringing about changes in student behavior. This approach is based on the premise that overt behavior provides the focal point for counseling, thus avoiding the subjectivity engendered by other approaches. Results indicate that there was a significant difference in measured personality traits between the experimental and control groups. Changes in the experimental group seemed to differ significantly from the control group on the Emotionally Stable, Assertive, and Imaginative scales of the Sixteen Personality Factor Questionnaire. (Author)

(912) 71-3841 Osborne, William Larry. THE RELATION OF DOGMATISM TO DYADIC COUNSELING RELATIONSHIP CONGRUENCY. Western Michigan University, 1970, 31(8), 3882-A.

Following are the results of the study: (1) the interaction of client and counselor dogmatism was related to dyadic counseling relationship congruency; (2) the largest discrepancies between client and counselor counseling relationship expectations occurred in dyads with low dogmatic counselors; and (3) client perceptions of the established counseling relationship were consistently more favorable than client expectations of the counseling relationship. (Author)

(913) 70-20, 915 Palm, Harold John. THE DIFFERENTIAL EFFECTS OF VERBAL CONDITIONING UPON DOMINANT AND SUBMISSIVE COLLEGE STUDENTS IN A COUNSELING SETTING. Arizona State University, 1970, 31(5), 2114-A.

The results of the study seem to demonstrate that a factorial design experiment, in which behavior modification constructs and client-centered therapy techniques are combined, can provide a framework in which the verbal behavior of subjects may be changed. The crucial element in the experiment seemed to involve the selective reinforcement of a preselected response class, using client-centered therapy responses as reinforcers. (Author)

(914) 70-20,223 Panushka, Warren Joseph. ELEMENTARY SCHOOL CLIMATE AND ITS RELATIONSHIP TO PUPIL ACHIEVEMENT. University of Minnesota, 1970, 31(5), 2072-A.

The principal question was to determine if Openness, a primary construct of organizational climate as developed by Halpin and Croft, and the eight dimensions of climate, are related to pupil achievement in discreet subject areas. The social systems model of Getzels and Guba was employed to conceptualize input-output and role behavior and to serve as the theoretical framework of the investigation. Detailed analyses of the findings mandated the conclusion that no important evidence was found of a relationship between climate or climate dimensions and pupil achievement. When the findings were dichotomized by the Getzels' nomothetic-ideographic model, teacher social-needs satisfaction, as measured by OCDQ subtests was held as more important to pupil achievement than the institutional goal of principals. (Author)

(915) 71-1338 Parker, James Leonard. TESTS OF A PARADIGM FOR SOCIAL INCOMPETENCE: A PILOT STUDY. University of Oregon, 1970, 31(7), 3640-A.

Certain behaviors were rated for unacceptability and also for frequency of occurrence at which they become intolerable, within and across arbiter groups, with a high degree of consistency. When such agreement was found, it was presumed that the judgments associated with these behaviors were normative. On the other hand, when judgments of certain other behaviors, within and across arbiter groups, showed a lack of consensus, it was presumed they were not normative. This latter conclusion is tentative, as the poor interarbiter agreement might be a function of ambiguity of the particular items. (Author)

(916) 70-20,412 Parks, Arnold Grant. THE FAE PROJECT: IN-SERVICE HUMAN RELATIONS TRAINING FOR TEACHERS OF THE URBAN CULTURALLY DISADVANTAGED. St. Louis University, 1970, 31(5), 2018-A.

The findings indicated that teachers, regardless of experience can be led to a working knowledge of key human relations principles and can acquire effective skill in the implementation of these principles in the classroom. Some other findings were that the communication between teachers and pupils was more effective in the Experimental Group than in the Control Group and that pupils of Experimental Teachers did make greater academic progress than did pupils of Control Teachers. (Author)

(917) 71-4205 Parsons, Paul John. A STUDY OF VALUES OF SPANISH-SURNAME UNDERGRADUATE COLLEGE STUDENTS AT FIVE STATE COLLEGES IN COLORADO. University of Northern Colorado, 1970, 31(8), 3883-A.

Statistically significant differences were found on 19 of the 20 questions when the responses of the total Spanish-surname students were compared to the total national norms. The direction of emphasis toward greater liberalism was reflected as a general pattern by Spanish-surname students in this study than by the normative group. (Author)

(918) 70-20,225 Pazandak, Carol Hendrickson. A ROLE TEST OF COUNSELING BEHAVIORS. University of Minnesota, 1970, 31(5), 2114-A.

The Role Test used in this study was analogous to the opening interaction in a counseling interview and was developed to assess counselor attitudes. The results showed a preference for certain roles depending on the subject group and a shifting in role ratings on a retest. No significant relationship was found between Role Preference and level of adviser performance as appraised by advisees. (Author/CG)

(919) 71-10,770 Peck, Isaac Dan. A TEST OF HOLLAND'S THEORY: PERSONALITY TYPE AND VOCATIONAL CHOICE WITH COMMUNITY COLLEGE STUDENTS. University of Oregon, 1970, 31(11), 5775-A.

J. L. Holland has developed a theory of vocational choice which states that people develop life styles (personality types) which they try to implement when they choose a vocation. The data in this study indicated a strong relation between personality type and vocational choice for community college students. It was determined that the Vocational Preference Inventory was an effective instrument in predicting the type of vocational choices made by students for the three vocational criteria of idealistic choices, practical choices, and major fields of study. (Author)

(920) 71-2146 Peterson, Dennis Lloyd. FIRST YEAR DESEGREGATION IN AN URBAN HIGH SCHOOL: A STUDY OF CONFLICT AND CHANGE. Michigan State University, 1970, 31(8), 3788-A.

The study presents suggested operational procedures relative to conflict and desegregation which may be useful to administrators contemplating or involved in desegregation. Major findings were as follows: (1) school systems should allow for ample preparation time of perhaps one school year whenever possible; (2) racial problems were primary; and (3) conflict functioned as a stimulus to change. (Author)

(921) 71-5201 Peterson, John Vincent. DIFFERENTIAL RESPONSES OF COUNSELOR AND TEACHER TRAINEES TO VIDEO TAPED SEGMENTS OF STUDENT PROBLEMS. University of Illinois at Urbana-Champaign, 1970, 31(9), 4471-A.

The findings seem to indicate that it would be highly desirable to have the younger student teachers as counselors, since, with no special training, they seem to be more sensitive to the problems of the students. What the student teachers lack in the specific techniques they could easily learn. A strong recommendation is made to counselor-educators to assist in the teacher training programs and help prepare teachers who will become more than mere dispensers of knowledge; rather facilitators of learning and human relationships. (Author)

(922) 71-172 Pickhardt, Carl Emile III. PERCEPTIONS BY SELF AND OTHERS OF FEMALE BLACK AND WHITE TEACHERS FROM SEGREGATED AND DESEGREGATED SCHOOLS BEFORE AND AFTER A SIX WEEK TRAINING INSTITUTE. University of Texas at Austin, 1970, 31(7), 3348-A.

There are two major implications of this study. First, the racial tensions which are present in a desegregated school, and absent from a segregated one, apparently may raise anxiety among desegregated teachers over segregated teachers when both groups enter a subsequent racial contact situation. Second, although black subjects may have a higher felt self-esteem in a racial contact situation than white subjects, a higher assertiveness among the white subjects may create the appearance of more confident behavior. (Author)

(923) 71-5015 Pierce, Paul Arthur Bryon. CLIENT ATTITUDES GENERATED BY VARIED INTERACTION DISTANCES AND COUNSELOR TRUNK LEAN IN THE DYADIC COUNSELING INTERACTION. University of Massachusetts, 1970, 31(8), 3884-A.

It was concluded that the greater the interaction distance, the more appropriate the forward trunk lean became, whereas the closer the distance, the more appropriate the upright posture became. In essence, this study demonstrated that there are certain optimal interaction distances and interactor postures for the counseling encounter which set it apart from other types of dyadic interaction. (Author)

(924) 71-5398 Pierce, Robert Eugene. THE EFFECT OF MONETARY REWARDS ON IMPROVED ACADEMIC PERFORMANCE. University of Southern Mississippi, 1970, 31(8), 3885-A.

The study has shown that parents often utilize money as a reinforcer of desired performance by their youngsters. It appears that within the confines of this study, monetary rewards in the amount of one dollar for each letter-grade improvement had a significant effect on the academic performance of participants from the low-income group. Middle-income participants were not significantly affected by the monetary rewards. (Author)

(925) 70-22,847 Platt, John Murray. EFFICACY OF THE ADLERIAN MODEL IN ELEMENTARY SCHOOL COUNSELING. University of Arizona, 1970, 31(5), 2115-A.

Three groups, experimental, control and placebo, were compared before and after counseling on an individual and group basis. On an individual and a group comparison of pre- and post-counseling rating scales completed by teachers and parents, the results were positively significant at the .05 level. Individually, all children in the experimental group improved according to the ratings of their parents, and only two did not make significant positive improvement as rated by their teachers.

Rated by teachers and parents on individual and group comparisons, the children in the placebo and control groups remained approximately the same or got decidedly worse. (Author)

(926) 70-26,874 Plimpton, Franziska Hefti. THE EFFECTS OF MOTIVATION TRAINING UPON THE ORIGIN SYNDROME. Washington University, 1970, 31(7), 3349-A.

The analysis of the data showed that children who participated in the motivation change training (experimentals) had significantly higher gains in the Origin-Syndrome (O-P score) than children who did not participate in such training, and also that students participating in such training for two years had significantly higher gains in the O-P score than those trained for one year only. The training appears to have enduring effects; the group trained during the first year did not show any significant decrease in that year's O-P score gains during the subsequent year of no training. (Author)

(927) 71-11, 249 Pope, Harlyn Don. THE PERCEIVED ROLE OF THE UNIVERSITY RESIDENCE HALL STUDENT ASSISTANT. Oklahoma State University, 1970, 31(10), 5136-A.

This study was concerned with locating areas of significant differences in the perceptions of the role of the university residence hall student assistant as these perceptions were held by male and female students, student assistants, and housing administrators. (Author)

(928) 71-4484 Popken, Charles Frederick. SARGO, SIMULATED ADMINISTRATION OF REGULAR GUIDANCE OPERATIONS: A TRAINING PROGRAM FOR DIRECTORS OF GUIDANCE SERVICES. University of Massachusetts, 1970, 31(8), 3885-A.

This study described a program for training potential directors of guidance services. Units, or scenarios, utilized in the series simulated experiences reported as typical of their professional activities by employed directors of guidance, who responded to a survey prior to program development. (Author)

(929) 71-2670 Powell, Edward Michael. SCHOOL PURPOSE AS PERCEIVED BY TEACHERS AND ENVIRONMENTAL PRESS AS PERCEIVED BY HIGH SCHOOL PUPILS IN SCHOOLS CLASSIFIED BY SELECTED DEMOGRAPHIC CHARACTERISTICS. Purdue University, 1970, 31(8), 3836-A.

Between-school comparisons disclosed that students in the technical-vocational high school apparently perceived significantly less school press than did pupils in the high school where strong emphasis was placed on the college preparatory program. Between-school comparisons of teacher purpose ideology yielded significant differences between mathematics teachers, male teachers, and teachers having over 10 years of experience. On all factors the teachers in the technical-vocational high school were oriented more toward personal need-dispositions, purpose ideology than were teachers from the college preparation high school. (Author)

(930) 71-13,112 Powell, William Donald. A STUDY OF ALIENATION IN RESIDENT STUDENTS ON SELECTED STATE UNIVERSITY CAMPUSES IN THE SOUTHEASTERN UNITED STATES. University of Georgia, 1970, 31(11), 5776-A.

Alienation was defined as those individual feelings of negativism, meaninglessness, isolation, and powerlessness expressed overtly or covertly toward the individual's family, society at large, or educational institution. The conclusions reached for the population are that: (1) males are more alienated than females; (2) students who are undecided as to academic major are more alienated than students who have chosen an academic major; (3) social class is not a significant variable; and (4) institutional difference in student response is a significant variable. (Author)

(931) 71-3672 Prentice, Barbara Sympson. THE EFFECTIVENESS OF GROUP VERSUS INDIVIDUAL REINFORCEMENT IN SHAPING ATTENTIVE CLASSROOM BEHAVIOR. University of Arizona, 1970, 31(8), 4044-A.

The study supports the assumption that behavior modification procedures may be applied successfully to classroom groups of average size ranging from kindergarten through grade six. Group reinforcement may be preferable to individual reinforcement since it is as effective as a system of individual rewards and is more easily managed by a classroom teacher. (Author)

(932) 71-12,108 Preston, Raymond Ernest. A COMPUTER BASED MARRIAGE COUNSELING DATA SYSTEM. Brigham Young University, 1971, 31(11), 5777-A.

Marriage counseling is a growing profession in American society, but the profession suffers from a lack of fundamental research. The Computer Based Marriage Counseling Data System (CBMCDS) is designed to stimulate the growth of research in marriage counseling. The core of the CBMCDS consists of a conceptually integrated system of operational techniques for objective analysis of husband-wife and counselor-client communication. The CBMCDS includes procedures for gathering raw data; procedures for preparing data for computer processing; a computer program for processing data; and computer output designed to be useful in marriage counseling practice, training, and research. (Author)

(933) 71-11,408 Preusz, Gerald Clyde. A COMPARATIVE STUDY OF COLLEGE-BOUND AND NON-COLLEGE-BOUND NEGROES. Indiana University, 1970, 31(11), 5799-A.

Among the findings were: (1) those Negro seniors who are most likely to attend college academically rank in the upper one half of the graduating class, while those seniors who are least likely to attend college academically rank in the lower one half of the graduating class; (2) Negro students who come from small families are more likely to become college-bound than Negro students who come from large families; (3) the most effective time to influence Negro students to become college-bound is before they enter high school; and (4) a high school counselor is the most influential and encouraging school official with whom a Negro student discusses college plans. (Author)

(934) 71-7881 Price, Quenton L. E. INFLUENCE OF SEX AND FAMILY LIFE EDUCATION ON STUDENT ATTITUDE TOWARD TRADITIONAL FAMILY IDEOLOGY AND SEX KNOWLEDGE. United States International University, 1969, 31(11), 6161-A.

Findings disclosed that there was no statistically significant difference with regard to sex knowledge and family ideology between those students who had participated in pre-college programs of sex and/or family life and a similarly matched group of students who indicated no previous formal training in this subject-matter. Strikingly, females who indicated pre-college training in sex and/or family life scored higher on the scale measuring traditional family values than did all other comparative groups. This finding is contrary to the beliefs of many anti-sex education movements. Students who received their sex instruction in the home were compared as a group

with the school instructed youth. The school-trained subjects scored significantly higher on the Sex Knowledge Inventory and tend to be more accepting of traditional family values. (Author)

(935) 71-8650 Provost, Richard Leon. A FOLLOW-UP STUDY OF BEGINNING TEACHERS IN MULTI-CULTURAL SCHOOLS WHO HAVE ATTENDED A PRE-SERVICE INSTITUTE DEALING WITH PROBLEMS OF SCHOOL DESEGREGATION. East Texas State University, 1970, 31(9), 4472-A.

The institute produced some significant changes in attitudes about self and teaching, both in their personal development and in comparison with the control group. The findings seem to indicate that there is a hierarchy of attitudes, and change is evolutionary in that one must, first of all, be aware of self and change attitudes about self before one can expect change in attitudes about teaching and attitudes about others. (Author)

(936) 71-7209 Pulvino, Charles Joseph. A STUDY OF INDIVIDUAL "NEEDS" AND ENVIRONMENTAL "PRESS" AS THEY RELATE TO ALIENATION, ANXIETY, AND STUDENTS' GRADE POINT AVERAGE. State University of New York at Buffalo, 1970, 31(9), 4472-A.

The major hypothesis proposing a relationship between dissonance and anxiety was supported. The results indicate that high dissonance can be accompanied by either high or low, but not moderate, anxiety. Hypotheses proposing significant relationships between dissonance and alienation and dissonance and students' grade point average respectively, were not supported. The minor hypothesis proposing a significant relationship between anxiety and alienation was supported. Finally, there were significant differences between sexes on anxiety, students' grade point average, and dissonance. (Author)

(937) 70-20,722 Pyle, Robert Leo. EFFECT OF THE GROSSMONT DISTRICT DRUG POLICY ON ATTITUDINAL AND OVERT RESPONSE OF SECONDARY STUDENTS. United States International University, 1970, 31(5), 2115-A.

The policy in question was the expulsion from school attendance of all students apprehended (anywhere) for the illegal use of drugs. The results of the study regarding the expulsion policy indicated the following: (1) less than a majority of all respondents rated the policy as being an effective deterrent to drug abuse; (2) significantly more nonusers than users said it was effective as a deterrent; (3) the students strongly supported retaining the policy of expulsion for on-campus drug violations while favoring (by a slight majority) the removal of expulsion for off-campus offenses; and (4) a significantly larger percentage of nonusers supported a retention of the policy of expulsion for both on and off campus violations than did users. Recommendations and other results were also given. (Author)

(938) 71-3483 Raanan, Susan Levine. THE EFFECTS OF GROUP MODELS ON GROUP INTERACTIONS AND VERBAL BEHAVIORS. University of Wisconsin, 1970, 31(11), 5777-A.

The purpose of the present study was threefold: (1) to investigate the effectiveness of social models in preparing naive group members for group counseling and accelerating the group process; (2) to compare the relative effectiveness of a model with attention-focusing narration and a model without such narration; and (3) to evaluate the effectiveness of a group model over several sessions of a counseling group. The results of this study indicate the need for sliding models, i.e., ones in which the models demonstrate progression from random behavior to desirable group member behavior. This study also clarifies the need for a model which is similar, in all relevant aspects to the observer. (Author)

(939) 70-22,194 Ramirez, Judith Alice. EFFECTS OF TUTORIAL EXPERIENCES ON THE PROBLEM-SOLVING BEHAVIOR OF SIXTH-GRADERS. Stanford University, 1970, 31(5), 2019-A.

It was hypothesized that sixth-graders given an opportunity to develop supportive groups dedicated to the study of problems associated with tutoring first-graders would demonstrate more effective problem-solving behavior on criterion tasks than would equivalent subjects not given such an opportunity. The sample consisted of the entire sixth-grade population (N=43) of an elementary school in a metropolitan area. Some of the conclusions which were significant were: (1) on the two individual criterion tasks, scores of experimental subjects were higher than scores of control subjects for all four problem-solving skills; (2) experimental groups received significantly higher quality-of-product ratings for group interaction than did control groups; and (3) on the two individual criterion tasks, average problem-solving scores for Group I were higher than average problem-solving scores for Group II. (Author)

(940) 70-23,311 Rapp, Harvey, Marvin. INVESTIGATION OF APPROACH-AVOIDANCE CONFLICT IN HIGH SCHOOL STUDENTS. (Pages 57-63, "Sentence Completion Test" not microfilmed at the request of author. Available for consultation at the University of Maryland Library.) University of Maryland, 1970, 31(6), 2744-A.

The present findings suggested that the approach-avoidance paradigm can be used effectively for analyzing certain types of conflict behavior of high achievement-motivated male high school students. This paradigm would seem to be of value to educators for identifying, resolving, and preventing conflict deemed disabling in students. Further research employing the paradigm in education was recommended. (Author)

(941) 71-4523 Reed, Marvin Douglas. THE EFFECTS OF OPERANT CONDITIONING ON STUDY BEHAVIOR AMONG ACADEMICALLY DEFICIENT COLLEGE SOPHOMORES. University of Maryland, 1970, 31(8), 3886-A.

Reinforcement of surveying behavior following a lecture on the subject was more effective than a lecture without reinforcement. That is to say that the reinforced subjects, as hypothesized, made significantly fewer surveying omissions and performed better on the tests. (Author)

(942) 70-24,409 Reich, Leonard Hugh. NONVERBAL COMMUNICATION OF EMOTIONS: A STUDY OF THE RELATIONSHIP BETWEEN TRAINING, EXPRESSION AND RECOGNITION OF EMOTIONS. Arizona State University, 1970, 31(6), 2744-A.

The first conclusion was that the systematic training strategy was not effective in bringing about improvement in identifying or expressing emotions to others. The second conclusion was that there seems to be no difference in the contribution from voice inflection or facial display in the communication of emotion. The third conclusion was that there appears to be a general factor of emotional sensitivity which may account for the correlation between identification and expression of emotions. A fourth conclusion was that the "expression score" was a valuable dependent variable for use with sensitivity training. (Author)

(943) 70-25,609 Reilly, William John. PERCEPTIONS OF THE ORIGIN, DEVELOPMENT, AND FUTURE OF STUDENT PERSONNEL SERVICES IN THE COMMUNITY COLLEGES OF THE STATE UNIVERSITY OF NEW YORK. St. John's University, 1970, 31(6), 2691-A.

The information that has been gathered from the questionnaire and the interview is presented in the study by covering the colleges both jointly and severally. One segment of the study examines the development of Student Personnel Services in each college. The coverage of each individual college is marked by a uniformity in the topics covered and in the order in which they are presented. The composite view of the colleges presents, in separate units, the developmental period, the present, and the anticipated expansion of Student Personnel Services. Concluding the study is a unit on guidelines for new two-year colleges and another on recommendations concerning future services. (Author)

(944) 71-3706 Riffer, Roger Lee. DETERMINANTS OF UNIVERSITY STUDENTS' POLITICAL ATTITUDES AND PRESIDENTIAL PREFERENCE: A THEORETICAL MODEL. Harvard University, 1970, 31(8), 4267-A.

In testing the hypothesis, evidence was found to suggest that a student's political attitudes were not determined by his susceptbility to the "draft," by an "adolescent rebellion," or by the "permissiveness" of his parents--three popular explanations for student unrest. It was concluded that the data reveal complex relationships among the various determinants which might provide a fruitful topic for future research. (Author)

(945) 70-25,168 Riggs, Robert Owen. A STUDY OF NON-INTELLECTIVE CHARACTERISTICS ASSOCIATED WITH DIFFERENTIAL LEVELS OF ACADEMIC OVER- AND UNDERACHIEVEMENT. Memphis State University, 1970, 31(6), 2745-A.

Some of the conclusions of this study were: (1) in comparison with underachievers, overachieving subjects were marked by statistically higher degrees of Social Conscience, Motivation for Grades, and Family Social Status and statistically lower levels of Family Independence; (2) underachieving subjects of high academic potential were observed to have statistically higher degrees of Family Independence and Peer Independence than medium or low academic potential underachievers; and (3) high academic potential overachievers exhibited statistically higher degrees of Peer Independence, Social Conscience, Motivation for Grades and Family Social Status than groups of medium and low academic potential overachievers. (Author)

(946) 71-1452 Riley, Richard. AN INVESTIGATION OF THE INFLUENCE OF GROUP COMPATIBILITY ON GROUP COHESIVENESS AND CHANGE IN SELF-CONCEPT IN A T-GROUP SETTING. University of Rochester, 1970, 31(7), 3277-A.

It was concluded that a higher level of group compatibility did not produce a higher level of productivity (i.e., greater change in self-concept). However, a higher level of group compatibility did result in a higher level of cohesiveness. The third conclusion indicated that the group compatibility levels did not remain constant over a period of time; rather interpersonal need levels shifted, causing compatibility levels to change. (Author)

(947) 70-26,876 Rist, Ray Charles, Jr. THE SOCIALIZATION OF THE GHETTO CHILD INTO THE URBAN SCHOOL SYSTEM. Washington University, 1970, 31(7), 3674-A.

Based on the assumption that formal education within American society presents the major if not sole path for the achievement of desired occupational roles, the class organizations observed appeared to perpetuate the existing stratified class patterns of the larger society. That is, the manner in which the children were organized within the classes may have served the function of ensuring that they remained on a similar, if not identical, occupational status level as their parents. Evidence from this study would suggest the public school system is justifiably responsible for contributing to the present structure of society, but the responsibility is not its alone. Nevertheless, one cannot at the same time deny the crucial importance of the school system as an instrument of social change and innovation. (Author)

(948) 70-21,776 Roberson, Marvin Joseph. NEGRO AND WHITE EIGHTH GRADERS' ATTITUDE TOWARD THE INSTITUTION OF EDUCATION AND THE SCHOOLS AS RELATED TO THEIR ACADEMIC ACHIEVEMENT. The University of Michigan, 1970, 31(5), 2076-A.

The study indicated that even though the Negro generally has faith in education, Negro students' attitude toward school is not as positive as is the whites. Considering that school achievement correlates with attitude toward school in the total sample, it is important that if the Negro is going to improve his actual scholastic achievement, his image of the school must improve. It also appeared that integration is a factor in helping the Negro improve his attitude toward school. (Author)

(949) 71-2157 Robertson, John Marvin. THE EFFECTS OF AN OCCUPATIONAL INFORMATION UNIT OF INSTRUCTION ON THE EXPRESSED AND INVENTORIED INTERESTS OF VOCATIONAL AGRICULTURE STUDENTS IN SELECTED MICHIGAN HIGH SCHOOLS. Michigan State University, 1970, 31(7), 3439-A.

Major findings of the study indicated that eleventh and twelfth grade participants tended to have interests generally congruent with their educational and occupational plans. The tenth grade participants tended to have interests that were not generally congruent with their educational, and occupational plans. The study pointed to the need for some kind of educational or occupational experiences to aid high school vocational agriculture students in the vocational development process. (Author)

(950) 70-23,314 Robinson, Lisa. MARIJUANA USE IN HIGH SCHOOL GIRLS: A PSYCHO-SOCIAL CASE STUDY. University of Maryland, 1970, 31(5), 2196-A.

The findings of the study were that psychological traits, attitudes and social characteristics of this group of high school girls who smoked marijuana were pertinent in the question of motivation for the drug's use. There were both psychological and social behaviors that influenced the girls in their movement toward the group which utilized the smoking of marijuana as a social process. The peer group permitted the girls to find security within the group which boasted special identity. Here they could continue to deal in safety with the adolescent's problems of adjustment. (Author)

(951) 71-10,241 Robinson, Richard Thomas. THE DEVELOPMENT OF GUIDELINES TO BE USED BY LEGISLATORS TO LEGITIMIZE THE PROFESSIONAL LIFE OF PUBLIC SCHOOL GUIDANCE COUNSELORS. University of Denver, 1970, 5136-A.

On the basis of the findings, the following conclusions appear justified: (1) public school guidance counseling is emerging as a profession; (2) few public school guidance counselors are legitimized as professionals at the state level; (3) a need exists for a common definition regarding role, functions, and duties of public school guidance counselors before state legislation is attempted; (4) there is a trend in state legislation to provide statutory enactments for privileged communication and breach of confidentiality for public school guidance counselors and their clients; and (5) court decisions provide no consistent pattern in defining the legal status of public school guidance counselors. (Author)

(952) 71-9137 Romine, Philip Gordon. THE COMBINED MODERATING INFLUENCES OF PERSONALITY VARIABLES ON THE ACCURACY OF PREDICTION OF ACADEMIC SUCCESS. University of Alabama, 1970, 31(10), 5213-A.

The more significant conclusions from the study were: (a) the population defined in this study could, on the basis of personality factors, be classified into subgroups which differed significantly in academic predictability; and (b) the individual moderating influences examined in this investigation could be combined effectively through the Linear Discriminant Function. (Author)

(953) 71-13,454 Rothman, Leslie Kenneth. THE PERSONAL THEORY OF THE COUNSELOR: SOME BIOGRAPHICAL AND PSYCHOMETRIC CORRELATES OF SELECTION OF A THEORY OF PERSONALITY AND A METHOD OF COUNSELING BY SELECTED COUNSELORS. University of Florida, 1970, 31(11), 5778-A.

The major proposition from which the hypothesis tested were derived is that the theory and practice of counseling is the articulated intellectual understanding the counselor has of his own development and successful life patterns formally stated as a theory of human behavior and development. Results indicate that it will be possible to predict a counselor's orientation to both theory and practice from his biography. Specifically, it was found that those with a relatively high cognitive complexity score tended to take an experiential orientation, as opposed to an analytic orientation, to counseling theory and practice and to have experienced relatively a greater number of interpersonal experiences during their lives than those whose cognitive complexity scores were relatively low. (Author)

(954) 71-4019 Rothwell, Wade Brownell. THE RELATIONSHIP OF CERTAIN PREDICTIVE FACTORS INCLUDING PERSONALITY TRAITS TO JOB SUCCESS OF GRADUATES OF STENOGRAPHIC AND SECRETARIAL PROGRAMS OF PUBLIC SUPPORTED TECHNICAL INSTITUTES AND JUNIOR COLLEGES IN THE STATE OF ALABAMA. Auburn University, 1970, 31(8), 4055-A.

The following conclusions were made from the analysis of the data obtained: (1) students who scored significantly higher on factor B+(more intelligent) of the 16 P.F. were rated significantly higher on job success; (2) students who scored significantly higher on factor C+(emotionally stable) of the 16 P.F. were rated significantly higher on job success; (3) students who scored significantly higher on factor I+(tenderminded) of the 16 P.F. were rated significantly higher on job success; (4) students who scored significantly higher on the National Business Entrance Stenographic Test were rated significantly higher on job success; and (5) students who received significantly less shorthand instruction in secondary school were rated significantly higher on job success (Author)

(955) 70-27, 015 Rowley, Richard Thorup. THE CONGRUENCE OF COUNSELORS' AND ADMINISTRATORS' PERCEPTIONS OF THE ROLE OF THE ADMINISTRATOR IN THE GUIDANCE PROGRAM. Utah State University, 1970, 31(7), 3234-A.

Analysis of the data indicated that, in general, counselors' and administrators' perceptions were congruent regardless of location or school environment. (Author)

(956) 70-25,477 Rozecki, Edmund D. A COMPARISON OF THE EFFECTS OF SHORT-TERM COUNSELING WITH HEROIN ADDICTS IN TWO SETTINGS: COUNSELING OFFICE AND LIVING QUARTERS. State University of New York at Albany, 1970, 31(6), 2692-A.

The data revealed a difference in results, significant at the one percent level, in favor of those counseled in the living quarters. However, no significant differences were found on any of the other measures. Implications for future research were raised in the following areas: social dynamic relationships arising from office and living room counseling, a re-evaluation of counselor training, readiness of clients for counseling, mandatory counseling, and the value of short-term counseling. (Author)

(957) 71-1453 Rubenstein, Gerald M. THE IMPACT OF A LEADERLESS GROUP EXPERIENCE WITH ELEMENTARY SCHOOL TEACHERS ON CLASSROOM CLIMATE. University of Rochester, 1970, 31(7), 3350-A.

It was concluded that the "modified instrumented group" did have an impact on the teachers who participated in it. Although the hypothesized changes in teacher behavior did not occur, students did perceive their teachers as being closer to them. Analysis of the post session surveys indicated that the program did facilitate interaction and discussion around personal and professional issues. (Author)

(958) 71-6351 Rubin, Roger Harvey. FAMILY STRUCTURE AND PEER GROUP AFFILIATION AS RELATED TO ATTITUDES ABOUT MALE-FEMALE RELATIONS AMONG BLACK YOUTH. The Pennsylvania State University, 1970, 31(9), 4920-A.

Black youth who are (1) raised in female-headed households, (2) extremely involved with peers, (3) from a low social class, and (4) males are compared in their attitudes on dating values, marriage, romanticism, premarital pregnancy, and premarital sexual permissiveness with persons (1) raised in non-female-headed households, (2) not extensively involved with peers, (3) from a higher social class, and females. The main conclusion of the study was that family structure, peer group affiliation, social class, and sex were not good predictors of attitudinal differences concerning male-female relations among these black youth. An explanation was based on the nature of the community itself, which appeared relatively homogeneous and self-contained. These circumstances may contribute to general community norms and values which influence attitude formation concerning male-female relations. This implies that attitudinal change, at least in this type of community, may follow alterations in the position and structure of the total community, rather than as consequences of peer group affiliation or family structure. (Author)

(959) 71-2237 Rudolph, Ira Douglas. THE RELATIONSHIP BETWEEN SELF-CONCEPT OF ABILITY, ACADEMIC ACHIEVEMENT, AND POST-HIGH SCHOOL DECISION-MAKING OF RURAL HIGH SCHOOL STUDENTS. University of Wisconsin, 1970, 31(11), 5779-A.

The major aim of this research was to determine if students labeled as underestimators (UEs), overestimators (OEs) and accurate estimators (AEs) when they were in the ninth grade exhibited differential post-high school decision-making behavior when they were in the twelfth grade. A "talent waste" problem was found to exist for high achieving female underestimators, but was not found to exist for high achieving female accurate estimators. A "talent waste" problem did not exist for high achieving male students. It was found that high proportions of UE males and UE females planned no further educational training after high school. In contrast, a high proportion of medium achieving OE males planned to continue their educational training after graduation from high school. A relatively high proportion of CE males were planning post-secondary education. AE males had the most negativistic views about school and the lowest educational aspirations for themselves than any of the groups in this study. Both OE and AE females had low educational aspirations. (Author)

(960) 70-26,623 Russel, Wendell Philips. INTELLECTUAL AND

NON-INTELLECTUAL FACTORS AFFECTING THE ATTRITION RATE OF STUDENTS ENTERING VIRGINIA UNION UNIVERSITY IN 1965. University of Virginia, 1970, 31(9), 4474-A.

Generally, the study indicated that attrition among the students in the study was related to performance on tests more than on high school rank. Attrition may also have been related to vocational choice, vocational indecision, and certain background factors such as the education of fathers. (Author)

(961) 70-23,749 Sadava, Stanley William. COLLEGE STUDENT DRUG USE: A SOCIAL PSYCHOLOGICAL STUDY. University of Colorado, 1970, 31(6), 3043-A.

In the areas of academic recognition and social love and affection, low expectancies tended to be related to drug use. The extent to which users took drugs, and the stage of use, were related to the number of relevant personal meanings of drug use, as reflected in positive functions scores. A high behavior potential for use among non-users was related to a low negative functions score. High social support was predictive of heavy use of drugs, an advanced stage of use, high behavior potential for use among non-users, and high positive functions scores for use. No consistent relationships between personality variables and functions were found. It was concluded that functions and social support were of considerable value in understanding drug use. (Author)

(962) 70-23,020 Sakata, Robert. NONVERBALIZED FEELINGS--THEIR RELEVANCE TO THE COUNSELING RELATIONSHIP. Kent State University, 1970, 31(5) 2116-A.

The nonverbalized feeling dimensions (NFD) were assessed using a recording apparatus (RA). Client perceptions of the relationship were assessed using the Barrett-Lennard Relationship Inventory (B-LRI). The exploratory nature of the study, and the lack of substantial evidence made it difficult to formulate firm conclusions regarding outcome. Results suggested certain subscales of the B-LRI are more discriminating than others in judging the positiveness of a counseling relationship. Further testing is necessary before the NFD can be more reliably confirmed. Results of the present study suggested that clients did experience nonverbalized feelings and that some of these feelings changed over time. (Author)

(963) 71-9725 Salisbury, Harry L., Jr. THE EFFECTS OF VICARIOUS COUNSELING PRETRAINING ON COUNSELEE DEPTH OF SELF-EXPLORATION AND DEGREE OF CONCRETENESS OF EXPRESSION. University of South Carolina, 1970, 31(10), 5137-A.

There was a definite trend in the direction of greater self-exploration and degree of concreteness of expression for those clients exposed to vicarious counseling pretraining. (Author)

(964) 70-11,673 Saltmarsh, Robert E. DEVELOPMENT OF EMPATHIC INTERVIEW SKILLS THROUGH PROGRAMED INSTRUCTION. Indiana University, 1969, 31(10), 5137-A.

The results of the analyses showed significant differences on both the criterion test and the Michigan State Affective Sensitivity Scale favoring the subjects who completed the programed instruction. Support was gained for the notions that (a) the program of instruction is an effective way to improve basic conceptualizations about empathy; (b) such improvement is generalizeable to tasks external to the program as presented by the MSASS; and (c) intrinsic capacity for empathic functioning may exist at differing levels among students of counseling techniques. (Author)

(965) 71-1114 Sandford, May Daniels. THE RELATIONSHIP BETWEEN HOME ECONOMICS TEACHERS' SELF-AWARENESS AND THEIR PERCEPTION OF INNER CITY SEVENTH- AND EIGHTH GRADE NEGRO GIRLS' COPING BEHAVIOR RELATED TO PROBLEMS WITH BOYS. Columbia University, 1970, 31(8), 3790-A.

It was concluded that (1) home economics teachers' perceptions and girls' indications of coping behavior related to problems with boys differed, (2) a nonsignificant inverse relationship existed between the self-awareness of teachers and their perception of girls' coping behavior, (3) teachers with five or less years of experience in inner schools had significantly greater perception of girls' coping behavior than teachers with six or more years of experience, and (4) Negro teachers had significantly greater perception of girls' coping behavior than white teachers. (Author)

(966) 71-7675 Sapp, Gary Lee. THE APPLICATION OF A CONTINGENCY CONTRACTING SYSTEM TO THE CLASSROOM BEHAVIOR OF NEGRO ADOLESCENTS. The University of Tennessee, 1970, 31(9), 4562-A.

Data examination showed that (1) sizeable changes in behavior occurred rapidly and consistently across all subjects; (2) appropriate behavior was instituted, maintained in strength, reversed, and reinstituted to approximately the same level as that under treatment; (3) most of the members of the experimental class earned higher grades under Contracting than during the previous six weeks; (4) behavior could be maintained in strength equally well under both the Proclamation and Contracting phases; and (5) Contracting was an effective system of behavioral management. (Author)

(967) 70-20,527 Schauble, Paul G. THE ACCELERATION OF CLIENT PROGRESS IN COUNSELING AND PSYCHOTHERAPY THROUGH INTERPERSONAL PROCESS RECALL (IPR). Michigan State University, 1970, 31(5), 2117-A.

The purpose of this study was to investigate the effects of affect simulation films together with stimulated recall on client movement in counseling. A treatment program integrating simulation films and stimulated recall via video-tape in order to accelerate client growth in counseling was compared with more traditional counseling methods. The analysis of data suggests that the IPR treatment had a significant accelerating affect on client movement in therapy, as rated by independent judges. Clients in the IPR group had a greater positive change difference in the degree to which they felt able to relate to their therapist, when compared with the traditional counseling group. Clients in the IPR group had more positive feelings about coming to their treatment sessions, and about the progress that was made within these sessions. Therapists also were found to look forward more positively to the IPR treatment sessions than the traditional treatment sessions. (Author)

(968) 71-2239 Schauer, John Richard. PERSONAL CHANGE GROUPS AND COUNSELING. University of Wisconsin, 1970, 31(11), 5779-A.

In this thesis a broad approach was taken to explore the implications which personal change groups have for counseling. Personal change groups were defined as groups of not more than fifteen people who came together in an attempt to become mutually acquainted in a deep and significant way. All members of the group, including the leader, attempt to discard traditional social roles and instead relate to each other in open and honest ways. A rationale was presented for the use of personal change groups by counselors. In addition, some of the practical implications of personal change groups for counselors were considered. (Author)

(969) 71-13,122 Scholz, Nelle Tumlin. ATTITUDES OF WOMEN STUDENTS TOWARD RESIDENCE HALL EXPERIENCES AT THE UNIVERSITY OF GEORGIA:

A COMPARISON OF AN HONOR HALL AND CONVENTIONAL HALLS. University of Georgia, 1970, 31(11), 5780-A.

Among the conclusions were: (1) the honor hall program was successful in fulfilling the expectations of residents during its first year of operation; (2) honor hall residents were more positive in their attitudes toward their living situation than were residents of conventional halls in the spring of 1968; (3) residence-social attitudes of conventional hall residents were more like those of honor hall residents on the second occasion; and (4) with scholastic ability held constant, the experimental students in the honor hall had better feelings toward their residence hall situation than did conventional hall students. (Author)

(970) 70-25,217 Schrink, Jeffrey Lee. SOURCE OF REFERRAL AND TYPE OF CONCERN OF CHILDREN IN SELECTED ELEMENTARY SCHOOL COUNSELING PROGRAMS. Indiana University, 1970, 31(6), 2692-A.

It was concluded that (1) elementary school children can and will refer themselves voluntarily for counseling; (2) self- and other-referrals complement each other and are both necessary if an elementary school counseling program is to meet fully the needs of its student population; and (3) teachers and counselors feel that the more covert and less-disruptive concerns are more indicative of the need for counseling than the overt, class-disrupting behaviors like fighting or arguing. (Author)

(971) 71-8386 Schuldenberg, Virginia Mary. A COMPARISON OF VERBAL INTERACTION ANALYSIS OF COUNSELING INTERVIEWS WITH SELECTED COUNSELING VARIABLES. University of Missouri – Columbia, 1970, 31(10), 5138-A.

There is a relationship between counselor-counselee verbal interaction as analyzed by the Amidon system and students' perceptions, especially perceived satisfaction, which related to amount of student participation, student response, and amount of interaction of both an involvement and feedback type. Of the counselors' perceptions, rated empathic understanding, quality of relationship, and self-ratings of effectiveness related to the amount of counselor talk which involved accepting students' feelings and ideas. Differing interaction patterns occurred between elementary and secondary counselors, for elementary counselors used more indirect influence in their talk and in their interacting with the students. Secondary counselor-trainees had higher percentages of counselor talk, especially that of giving opinions and information. Percentage of silence and proportionally higher use of indirect counselor influence was associated with emotional-social type problems. (Author)

(972) 71-5229 Searson, Thomas. THE EFFECT OF STANDARDIZED ABILITY TEST SCORE INTERPRETATION UPON SELECTED SELF-PERCEPTIONS OF STUDENTS. University of Illinois at Urbana-Champaign, 1970, 31(9), 4474-A.

A control group, an individual test score interpretation group, a combination group-individual test score interpretation group, and a group test score interpretation group were selected, each composed of sophomore high school students. No significant differences were found in movement towards congruence between self-perceptions and test scores of those clients in the three treatment groups as compared to clients in the control group, nor were any differences found in movement towards congruence between self-perceptions and test scores of those clients who received different types of ability test score interpretation. No significant differences were found in persistence of congruence for clients who had individual test score interpretation as compared to clients who had the group or the combined treatment. A significant relationship was found between clients' expressed desire for test score interpretation and greater movement towards congruence after test score interpretation. (Author)

(973) 71-11,270 Seifert, David Michael. PERSISTENCE CAPACITY AND UNDERACHIEVING SENIOR MALE COLLEGE STUDENTS. Oklahoma State University, 1970, 31(11), 5677-A.

Persistence capacity was operationally defined as the combination of persistence task length, persistence accuracy and persistence quality as measured by pursuit rotor performance. Each subject was instructed to operate the pursuit rotor until he chose to quit. Achievers performed significantly better on persistence task length than underachievers. Likewise, there were significant persistence accuracy differences with achievers staying on target longer periods of time. However, an analysis of proportions did not reveal significant differences between the two groups on persistence quality. From the findings it was concluded that underachievers are at a disadvantage in their limited capacity to pursue a task as long and as accurately as achievers. (Author)

(974) 71-7562 Sethney, Barbara Jean. THE IMPACT OF AN OCCUPATIONAL CONCEPTS CURRICULUM UNIT ON SECONDARY SCHOOL AGE GIRLS IN A ONE-YEAR PRE-POST RETEST SITUATION. The Ohio State University, 1970, 31(9), 4646-A.

Analysis of results indicated that the students' scholastic ability levels are significantly related to their ability to learn and to retain over a one-year period objective information pertaining to the world of work. Scholastic ability levels of the students were also significantly related to their responses on Attitude Scale II, "Role Security," and Attitude Scale IV, "Challenge." Analysis of results also revealed that study of the curriculum unit was significantly related to knowledge gain and knowledge retention over a one-year period of objective information related to the world of work and to perception responses on Attitude Scale I, "Economic Mobility." (Author)

(975) 71-8651 Shafer, Bill Wayne. A STUDY OF BEHAVIORAL AND PERCEPTUAL CHANGES IN COUNSELOR TRAINEES AS A RESULT OF RESIDENT AND NONRESIDENT PRACTICUM PROGRAMS. East Texas State University, 1970, 31(9), 4475-A.

Counselor trainees in the resident group (on-campus) differed significantly from those in the nonresident group (off-campus) in terms of counseling skills, being less other-directed and showing a greater tendency towards having established a personal identity, though this difference was not statistically significant. Behavioral changes as measured by counseling skills tended to be more affected by the practicum experiences than were perceptual changes. However, when all 42 variables related to behavioral and perceptual effectiveness are considered, there seems to be little difference between the two training programs with the exception of counseling skills. (Author)

(976) 71-3013 Shapiro, George Malcolm. A PROGRAMMED LEARNING APPROACH TO THE MODIFICATION OF DISRUPTIVE CLASSROOM BEHAVIOR. University of Utah, 1970, 31(8), 3970-A.

A booklet of programmed instructions designed to teach behavior modification techniques to classroom teachers was developed and tested. The target behavior was the disruptive classroom behavior of a selected disruptive child for each participating teacher. The results of the study were mixed and inconclusive. (Author)

(977) 71-11,973 Shaw, Walter Baxter. A STUDY OF ATTRITION AMONG SELECTED FORMER STUDENT PERSONNEL WORKERS. Michigan State University, 1970, 31(11), 5802-A.

Significant differences in reasons for leaving the student personnel profession were found by category of former position and by the presence or absence of significant academic student personnel training. Several of the major conclusions were: (1) people from different positions tended to leave the profession for different reasons; (2) people with significant academic training in student personnel work tended to leave the profession for reasons different from those with no student personnel academic training; and (3) reasons dealing with openness and interpersonal relations were the most frequently cited causes of attrition. (Author)

(978) 70-24,337 Shepard, Nolan Edgbert. THE ACCULTURATION OF FOREIGN STUDENTS IN SOUTHERN COLLEGES AND UNIVERSITIES. The University of Mississippi, 1970, 31(6), 2624-A.

Among the findings of this study were: (1) many students found the pre-departure information inadequate; (2) little financial support from government and private foundations was available; (3) English proficiency was considered to be the greatest problem; and (4) though most foreign students were pleased with their educational sojourn, a minority, which ranged as high as 40 percent, was disappointed, felt unwelcome, lonely and isolated and faced social, financial and language difficulties. (Author/CG)

(979) 71-4524 Sheridan, Vivian Aylworth. THE RELATIONSHIP BETWEEN THE STUDENT'S SELF CONCEPT AS A LEARNER AND TWO TYPES OF INDEPENDENT STUDY PROGRAMS IN THE MIDDLE SCHOOL. University of Maryland, 1970, 31(8), 3970-A.

The hypothesis formulated and tested was that students who experience a student-teacher directed independent study program have a more positive change in self concept as a learner than those students who experience a self directed independent study program. The researcher's observations of the peer group activities suggested that peer group interaction may play an important role in how the student views himself in the independent study program. The teacher's personality may be a determining factor in the outcomes of an independent study program. (Author)

(980) 71-2452 Shetterly, Henry Titus. SELF AND SOCIAL PERCEPTIONS AND PERSONAL CHARACTERISTICS OF A GROUP OF SUBURBAN HIGH SCHOOL MARIJUANA USERS. University of Denver, 1970, 31(7), 3279-A.

The data support previous research to do with youthful marijuana use in that the subjects tend to: (1) reject formalized religion; (2) feel that marijuana is less harmful than alcohol; (3) follow a nondelinquent pattern of behavior; (4) be a heterogeneous group in terms of patterns of drug use; (5) first experiment with marijuana because they were "curious," (5) have their initial marijuana experience between the ages of twelve and fifteen; (6) be inducted into use by a peer member; and (7) use marijuana in a social group situation. (Author)

(981) 70-25,223 Shields, Eldon Erwin. THE EFFECT OF VARIED GROUP AND INDIVIDUAL COUNSELING METODS UPON CULTURALLY DIFFERENT FRESHMEN. Indiana University, 1970, 31(6), 2692-A.

The study concluded that (1) the analysis of the effect of the four counseling treatments on the attitudes and behaviors of culturally different freshmen as reflected on measures of alienation, locus of control, and interpersonal behaviors, disclosed no differential effect other than due to chance; (2) the analysis of the effect of the two races of the counselors on the attitudes and behaviors of culturally different freshmen as reflected on measures of alienation, locus of control, and interpersonal behaviors, revealed no differential effect other than due to chance; and (3) the analysis of the interaction of the treatments with the race of the counselor on the attitudes and behaviors of culturally different freshmen, as reflected on measures of alienation, locus of control, and interpersonal behaviors, showed no differential effect other than due to chance. (Author)

(982) 91-4214 Shipman, Edwin Abraham. A COMPARISON OF SELECTED VALUES AND NEEDS OF EMPLOYED AND NON-EMPLOYED COLLEGE STUDENTS AT THE UNIVERSITY OF NORTHERN COLORADO. University of Northern Colorado, 1970, 31(8), 3791-A.

The absence of significant differences between the employed and non-employed students indicate that the values of the students would probably be the same whether they worked or not. Also, the needs of the employed student and non-employed are not significantly different. (Author)

(983) 70-22,484 Siegel, Claire Lynn Fleet. THE EFFECTIVENESS OF PLAY THERAPY WITH OTHER MODALITIES IN THE TREATMENT OF CHILDREN WITH LEARNING DISABILITIES. Boston University Graduate School, 1970, 31(8), 3970-A.

Whether the therapy was directed towards the child, the parent, or the combination of child and parent, significant improvement on all three factors were found when the group was compared to a group who did not receive counseling. (Author)

(984) 70-26,001 Sikula, John Paul. PROBLEMS OF MIGRANT NEGRO STUDENTS IN NORTHERN URBAN SCHOOLS. Case Western Reserve University, 1969, 31(7), 3183-A.

The family appears to have become more disorganized in the North, and this contributes to underachievement, lack of satisfaction with school, the feeling of little environmental control, and dropping out of school. Evidence indicates that the family's heritage of disorganization and poverty contributes to the children falling behind and being dissatisfied more with each year of school completed. (Author)

(985) 71-2245 Smaby, Marlowe Harry. AN EVALUATION OF THREE SYSTEMATIC INTERVIEW INVOLVEMENT PROCEDURES FOR ACCOMPLISHING GUIDANCE GOALS. The University of Wisconsin, 1970, 31(11), 5780-A.

This study was designed to promote student involvement in formulating and carrying out suggestions for improving their educational and social development. Systematic goal setting procedures were used to encourage student action on developmental ideas formulated during individual interviews with counselors. After the subjects attended the Laboratory, counselors wrote formal reports consisting of two to six suggestions mutually arrived at by counselors and counselees. The major results were that (1) the three interview involvement approaches did not significantly differ with regard to the number or variety of suggestions formulated; (2) subjects assigned to survey methods took more action on suggestions than those assigned to modeling (p .10); in addition, subjects receiving questionnaire treatments did not take more or less action than the other two groups; and (3) most subjects assigned to all interview involvement approaches said they were aware of Laboratory suggestions and reported that they were pertinent to their educational and social development. (Author)

(986) 71-4736 Smith. Merle Edward. THE EFFECTS OF AN EXPERIMENTAL PROGRAM TO IMPROVE SELF CONCEPT, ATTITUDES TOWARD SCHOOL AND ACHIEVEMENT OF NEGRO FOURTH, FIFTH AND SIXTH GRADE STUDENTS. University of Michigan, 1970, 31(8), 3974-A.

The results of the study were the following: (1) at the experimental program the experimental group viewed themselves in a more positive manner in regard to their academic competence and adopted a more positive view of their physical apperance when

contrasted with the control group; (2) there was no significant difference between the two groups in terms of their overall attitudes toward achievement; (3) at the conclusion of the school term there were no significant differences between the two groups in school performance; and (4) when students who evidenced positive change in self concept were contrasted with those who demonstrated no change or negative change, it was found that the change groups did not differ in terms of intelligence, achievement, grade level, economic status, family status or parental educational status. (Author)

(987) 71-230 Smith, Osler Paul. CHANGES IN SELF-ACTUALIZATION AND SELF-CONCEPT AS A RESULT OF THE USE OF VISUAL FEEDBACK IN MARATHON SENSITIVITY TRAINING. East Texas State University, 1970, 31(7), 3280-A.

The evidence gathered in this research would seem to support the following conclusions: (1) sensitivity training utilizing video feedback was effective in eliciting some changes in self-actualization and self-concept; and (2) members of the experimental group showed a greater sense of adequacy and individual worth in their social interaction. (Author)

(988) 71-13,585 Smith, Ottis Robert, Jr. A STUDY OF THE EFFECTIVENESS OF TWO METHODS OF DISSEMINATING EDUCATIONAL AND OCCUPATIONAL INFORMATION AT TWO HIGH SCHOOL GRADE LEVELS. University of Southern Mississippi, 1970, 31(11), 5781-A.

This study sought to compare and contrast (a) formal lectures and (b) specific techniques in group guidance as methods of supplying information to determine the impact each method has on the student's vocational and/or educational decision making processes. Results indicate that when considering the methods of disseminating information and/or maturity levels (grade level) there were significant interaction effects between groups in measured interest changes, but these interactions were not the result of one particular method and could not indicate that during the action period a method or methods had an impact in causing changes in students' measured interest patterns. Furthermore, when considering the maturity levels (grade level) there were sufficient interaction effects between groups during the action period to indicate that the 12th Grade students contributed most to the interaction relative to changes in measured interests patterns and self-initiated explorations. (Author)

(989) 71-6681 Snoddy, Henry Nicholas. THE OPINIONS OF COUNSELORS, COUNSELOR EDUCATORS, AND SUPERINTENDENTS OF SCHOOLS REGARDING CERTIFICATION REGULATIONS FOR SECONDARY SCHOOL COUNSELORS. University of Virginia, 1970, 31(9), 4475-A.

The following elements of counselor certification were investigated: (1) levels of certification, (2) requirement for teaching certificate, (3) requirement for teaching experience, (4) requirement of adult work experience other than teaching, (5) personal qualities required of applicants, (6) minimum education requirements and minimum credits in guidance and counseling courses, (7) manner in which course requirements should be presented in certification regulations, (8) period of validity for certificates, and (9) provisions for renewal of certificates to determine what counselor certification regulations are recommended by the respondents, and to compare and contrast the recommendations of these three groups. (Author)

(990) 70-20,533 Solloway, Jerry G. A CLINICAL ASSESSMENT OF A COMMUNITY COLLEGE AFFILIATED GUIDANCE CENTER FOR WOMEN. Michigan State University, 1970, 31(5), 2981-A.

The study was designed for the twofold purpose of assessing the impact a community guidance center for women had on adult clients and to determine the relationship between clinically-judged counseling impact and selected personal and demographic characteristics of clients. The study also included an analysis of such related variables as client expectations and satisfaction, and the decision-making and post-counseling behavior of clients. Among the findings of the study were: (1) a larger proportion of clients expressed satisfaction with the services of the Guidance Center than were judged clinically as persons for whom the Center had moderate or substantial positive impact, (2) counseling was perceived by many clients as a supportive service for decisions made prior to counseling, and (3) clients perceived educational and career decision-making as a secondary outcome of counseling. (Author)

(991) 71-4218 Sorenson, David Peter. STUDENT ATTITUDES, JUDGEMENTS, USAGE, AND PERSONAL CHARACTERISTIC IN REGARD TO MARIJUANA AND LSD AT THE UNIVERSITY OF NORTHERN COLORADO. University of Northern Colorado, 1970, 31(8), 4268-A.

The major findings were: (1) with respect to the entire student body, 29.2 percent of the students have used marijuana at least once; (2) sophomores have made the most extensive use of marijuana; (3) male students and single students have higher rates of marijuana usage than female or married students (4) students with EPPS endurance scores below Q_1 have a higher rate of marijuana usage and are more lenient in their attitudes in regard to marijuana legislation; (5) students with EPPS aggression scores above Q_3 have a higher rate of marijuana usage than students with scores below Q_1; (6) 100 percent of the students who admitted using LSD have also used marijuana at least six or more times; (7) more veterans than non-veterans were quite sure they would not use marijuana within the next year; (8) freshmen, sophomores, and juniors were somewhat more lenient in their attitudes in regard to marijuana legislation than seniors and graduates; (9) in regard to the entire student body, 3.7 percent of the students have used LSD at least once; and (10) freshmen have made the most extensive use of LSD. (Author)

(992) 71-11,416 Spino, Linda Lee. IMPACT OF A MOBILE COUNSELING UNIT ON PERCEPTION OF GUIDANCE SERVICES. Indiana University, 1970, 31(11), 5781-A.

The major concern of this investigation was to determine if mobile counseling unit services increased teachers' and students' awareness of counseling and guidance services. No significant differences in awareness of counseling and guidance services were found among experimental and control school teachers. There were no significant differences in awareness (1) among the students in the experimental and the control schools, (2) between students who were counseled on the mobile counseling units and those who were not counseled on the mobile counseling units, (3) among students in grades nine through 12, and (4) between college-bound and noncollege-bound seniors. However, significant differences in awareness were found to exist with regard to the sex of the student, with females having a much higher awareness. Two first-order interactions were found to be significant, one being school (treatment) by grade, the other being sex by grade. Mobile counseling unit services did significantly increase 12th grade students' awareness. (Author)

(993) 70-27,059 Squatrigilia, Robert William. THE IMPACT OF SHORT-TERM GROUP COUNSELING ON STUDENT VALUES. University of South Carolina, 1970, 31(7), 3280-A.

The effectiveness of short-term counseling was evaluated through the use of the Miami Analysis of Variance. When the men of the experimental group were compared with the women

of the experimental group, differences between the group mean differences of the following segments of the P.O.I. were significant: (1) time incompetency; and (2) existentiality. When the men of group one were compared with the men of group three, significant differences were determined for the factors of time competency and time incompetency. Comparisons of relative value rankings, pre- and post-test, revealed that the experimental group changed as often as did the deprived control group. (Author)

(994) 71-2480 Standish, John Thomas. THE USE OF TAPE-RECORDINGS TO TRAIN COUNSELORS IN THE USE OF SPECIFIC VERBAL COMMUNICATION SKILLS. Oregon State University, 1971, 31(8), 3887-A.

Results suggested that the experimental subjects enhanced their use of specific verbal communication skills as a result of training in the simulated interview setting. (Author)

(995) 70-24,005 Starling, Iredell. AN INVESTIGATION OF THE PREDICTABILITY OF VOCATIONAL PREFERENCES AMONG COLLEGE FRESHMEN BASED ON SECONDARY SCHOOL ACTIVITY PARTICIPATION. University of Houston, 1970, 31(6), 2625-A.

The findings seem to raise serious doubts of the value of extra class participation as it relates to the preparation of students for a life vocation or aiding in the selection of a vocation. The tremendous value of extra class activity participation, according to former participants, seems to center around the work and social skills acquired through activity participation. (Author)

(996) 71-11,456 Steed, Seymour Potgieter. THE INFLUENCE OF ADLERIAN COUNSELING ON FAMILIAL ADJUSTMENT. University of Arizona, 1971, 31(11), 5782-A.

The Community Parent-Teacher-Counselor Education Center is operated in various school settings utilizing a family group approach, with emphasis on the solution of adult-child problems as demonstrated in open counseling interviews with families, often before large audiences. The family interactional problems became apparent, and became the focus of the interview. The hypotheses state that the families who completed the counseling program would show a more positive interpersonal adjustment. The adults would register a more positive attitude toward themselves, their spouses and their children. The children would register a more positive attitude toward themselves, their parents and their siblings. No support was found for any of the seven hypotheses at the .05 level of significance. Both positive and negative psychological movement was noted. (Author)

(997) 71-2408 Steinmetz, Donald Ken. THE USE OF MODELING AND REINFORCEMENT TO INCREASE TASK ORIENTATION WITH STATE HOSPITAL PATIENTS. Southern Illinois University, 1970, 31(7), 3356-A.

The criterion used in the testing was the percentage of time the patients spent engaged in work activity while in their work area. The results of the study demonstrated an increase in work persistence between the pre- and post-treatment observations. The results failed, though, to demonstrate a difference in work persistence among the three groups. (Author)

(998) 71-8652 Stelter, Mervyn Walter. CHANGES IN SELF-PERCEPTION, INTERPERSONAL ORIENTATION, AND VIEW OF THE NATURE OF MAN OF RESIDENCE HALL PERSONNEL. East Texas State University, 1970, 31(9), 4476-A.

This study attempted to answer the question: Will short-term counseling affect the residence hall supervisory personnel's perception of the nature of man, himself, and orientation toward others? The results of the study do not seem to support the evidence presented by other researchers that short-term counseling can be an effective tool in bringing about a change in the individual's philosophy of human nature, orientation toward others, or concept of himself. It appears that this particular method of staff training is ineffective in bringing about significant change. (Author)

(999) 71-7106 Stephenson, Patricia M. THE RELATIONSHIP OF PERSONALITY CONGRUENCE AND ACHIEVEMENT PROFILE TO UPPER-DIVISION CHANGE OF MAJOR. The Florida State University, 1970, 31(9), 4497-A.

The analysis of variance design employed to examine degree of change revealed no significant relationship between personality congruence and degree of change, achievement pattern and degree of change, nor the interaction of personality congruence and achievement pattern upon degree of change. It may be that the reasons for change of major are too diffuse to mold into a pattern that holds for any significant number of changers. Departmental requirements such as a foreign language requirement have been reported as instrumental in the decision to change majors for some students. A variety of such externally imposed variables may contribute systematically to the reasons for change of major, as much or more so than the internal characteristics of the individual's personality and pattern of developed skills. (Author)

(1000) 70-22,676 Sterner, Ray Theodore. EFFECTS OF SOCIAL REJECTION AND SOCIAL REINFORCEMENT UPON THE VERBAL CONDITIONING OF ADOLESCENTS STRATIFIED ACCORDING TO HIGH AND LOW PEER SOCIAL INTEREST. The University of Wisconsin, 1970, 31(10), 5217-A.

The purpose of the present experiment was to assess differences in the response learning of high school students produced by several social variables. The conditioning data were interpreted as incompatible with the arousal or social drive hypotheses, and suggestive that social rejection may decrease the effectiveness of social reinforcement for particular groups of adolescents. The scholastic performance data were viewed as reflecting the distracting effect(s) of adolescent pre-occupation with peer social activities. (Author)

(1001) 71-9669 Stokes, Vernon Dee. SELECTED VALUE CONCEPTS OF SEVENTH-GRADE MEXICAN-AMERICAN STUDENTS. Texas Tech University, 1970, 31(10), 5047-A.

Findings of this study were: (1) students who failed a grade scored significantly lower, or more negatively, on all value concepts; (2) students who participated in school activities scored significantly higher on all concepts except government; (3) students living in an extended family situation had lower scores on the concepts of empathy and the importance of the individual; (4) the higher the parental educational level the more positive were the responses to the value concepts; (5) students who had parents with one each being born in Mexico and the U.S.A. scored significantly lower on the concepts of freedom and government; (6) the higher the socioeconomic class the more positive were the responses to the value concepts; and (7) proximity to heavier areas of Mexican-American population tended to give a more positive response to the value concepts. (Author)

(1002) 71-1119 Stover, Raymond Mugge. AN EXPLORATION OF ASSOCIATIONS AMONG SELECTED CHARACTERISTICS OF RESIDENCE HALLS AND RESIDENTS' PERCEPTIONS OF THEIR ENVIRONMENTS. Columbia University, 1970, 31(7), 3242-A

In summary, distinctions among environments perceived by residents of individual halls appeared to be the results of subtle and complex interrelationships among many factors, including the sex of the residents, their peer group norms and

social patterns, the approach and ideals of their Resident Director and other staff members, the size of their wing or floor, and, to some extent, the age, decor, and floor plan of their building. (Author)

(1003) 71-1351 Stuckey, Jimmie Dowe. AN ANALYSIS OF THE DIFFERENCES OF THE SOCIAL-EMOTIONAL CLASSROOM CLIMATES OF SELECTED TEACHERS OF POTENTIAL SCHOOL DROPOUTS. University of Oregon, 1970, 31(7), 3184-A.

The most salient finding of the study was the generalization drawn from the results of the supported hypotheses--the data indicated that there are specific characteristics of teachers who are most preferred by potential school dropouts that differentiate them from their fellow pedagogues who are least preferred by potential school dropouts. (Author)

(1004) 71-2172 Stugart, David Benjamin AN EXPERIMENTAL STUDY INVESTIGATING THE EFFECTS OF MODEL RACE AND MODEL AGE-REFERENT GROUP UPON THE VOCATIONAL INFORMATION-SEEKING BEHAVIORS OF MALE BLACK ELEVENTH-GRADERS. Michigan State University, 1970, 31(7), 3281-A.

The principal conclusion of the study was that a treatment based on a rewarded model produced more vocationally-relevant behaviors than did control procedures. Differences due to age and race of the model were not obtained. Differences in all subjects' perceptions of self and model were found, although differences in perceived similarity to the models were not found across the treatment groups. (Author)

(1005) 71-4353 Survant, Ann Dorroh. THE USE OF A PROJECTIVE DRAWING TECHNIQUE AS A VERBAL STIMULUS IN A COUNSELING INTERVIEW. University of Kentucky, 1970, 31(8), 3888-A.

The statistical results of the study did not support the use of the projective drawing technique as a verbal stimulus in the counseling interview. Students did rate themselves with reliability on certain personality traits as measured in this study. (Author)

(1006) 70-22,525 Swenson, Stephen Shailer. CHANGING EXPRESSED PARENTAL ATTITUDES TOWARD CHILD-REARING PRACTICES AND ITS EFFECT ON SCHOOL ADAPTATION AND LEVEL OF ADJUSTMENT PERCEIVED BY PARENTS (Page 117-119, "Personality Rating Scale" not microfilmed at request of Boston University). Boston University School of Education, 1970, 31(5), 2118-A.

Though none of the hypotheses were substantiated, the data did indicate that in a number of individual cases parents' attitudes changed and children improved in their level of adaptation to school and adjustment. Likewise, involvement in the parent study groups appeared to be a necessary preliminary for certain behavior situations. (Author)

(1007) 71-11,352 Swinburne, Bruce Ryan. CHARACTERISTICS OF ADULT PART-TIME STUDENTS IN SELECTED PUBLIC COMMUNITY COLLEGES. Indiana University, 1970, 31(11), 5805-A.

Six of the seven conclusions drawn were: (1) adult part-time students in public community colleges possess highly diverse characteristics; (2) community size exerts no influence on the characteristics of adult part-time students; (3) adult part-time students attain more education than their parents or siblings; (4) community colleges are instrumental in providing educational opportunities to adults; (5) younger adult students are more concerned than older students with earning a degree and improving job status; and (6) males carry heavier loads, receive more outside incentives, and are more concerned with earning credit and with improving occupational status than females. (Author)

(1008) 71-541 Sylvester, Charles Amos. A COMPARATIVE STUDY OF FRESHMAN ORIENTATION PROGRAMS IN SELECTED JUNIOR COLLEGES IN TEXAS. Texas Tech University, 1970, 31(7), 3306-A.

The purposes of this study were: (1) to determine the types of freshman orientation programs that were used by the junior colleges in Texas; and (2) to determine what relationships existed between the academic achievement of the students studied and the type of orientation program in which they participated. It was recommended that colleges consider the feasibility of extending their freshman orientation programs and incorporating some form of "Orientation Course" approach. (Author)

(1009) 70-20,701 Talbert, Dorothy Garnet. A COMPARISON OF FOURTH GRADE PUPILS UNDER DIFFERENT LEARNING ENVIRONMENTS. University of Arizona, 1970, 31(5), 2025-A.

For the six months' duration of the present study, comparisons were made between control and experimental groups in performance in reading achievement, in oral communication, and in attitude toward school factors and self. The conclusion reached was that children from Spanish-speaking homes in disadvantaged areas did profit in oral communication and attitude toward school from an experimental program designed to fit their needs. They did not profit significantly in reading achievement or in improved self concept, according to tests administered. (Author)

(1010) 71-4954 Tang, Kendel Sunico. INDUCING ACHIEVEMENT BEHAVIOR THROUGH A PLANNED GROUP COUNSELING PROGRAM. University of Hawaii, 1970, 31(8), 3888-A

The results indicate that planned group reinforcement counseling is effective in improving the motivation to achieve, study habits and skills, and grade-point average of male high school underachievers. (Author)

(1011) 71-4421 Tarver, Donald George. THE RELATIONSHIP OF QUANTIFIABLE HIGH SCHOOL CHARACTERISTICS TO STUDENT SUCCESS IN COLLEGE. Washington State University, 1970, 31(8), 3888-A.

An analysis of the computations allowed the following conclusions: (1) the frequency of selection indicated that the experimental variables have predictive validity; and (2) the basic variables--age, applied mathematics, quantitative test A, and quantitative test B--contribute very little to prediction in the presence of the experimental predictors, and those predictors displacing basic predictors were library books, enrollment, availability and frequency of an activity period, audio-visual load factor elective courses, median GPA, and counselor load factor. (Author)

(1012) 70-26,370 Taylor, Vaughn Kemp. BLACK ADULTS' PERCEPTIONS OF COUNSELORS WITHIN THE COUNSELOR-CLIENT RELATIONSHIP. Ohio State University, 1970, 31(7), 3281-A.

Major conclusions derived from the study were as follows: (1) when professional training and sociological characteristics of counselors are equal, racial similarity between counselors and counselees is the factor that affects the individual counseling relationship; (2) counselors assigned to counsel culturally different adults must have an awareness and understanding of the discouraging influences exerted on their clients by an extensive testing program; (3) age and sex of the trainees were characteristics that could be used to differentiate between clients who had

effected short-term occupational success and those who had not achieved occupational success; and (4) culturally different males perceive counseling to be a feminine rather than a masculine activity. (Author)

(1013) 71-9472 Terleski, Donald Richard. THE RELATIONSHIP BETWEEN UNSTRUCTURED AND STRUCTURED SENSITIVITY GROUP EXPERIENCES AND SELF-PERCEIVED CHANGES OF GROUP MEMBERS. Purdue University, 1970, 31(10), 5139-A.

This investigation compared a reference group to three experimental groups with varying amounts of structured imput to detect self-perceived changes of group members. The unstructured group was felt to be the most conducive to self-understanding. The semi-structured group was viewed as becoming the most therapeutic over time. (Author)

(1014) 71-11,421 Thielen, Thomas Bernard. THE IMMEDIATE EFFECTS OF AN ABREVIATED CO-COUNSELING SUPERVISION APPROACH IN TEACHING EMPATHIC SKILLS TO COUNSELORS-IN-TRAINING. Indiana University, 1970, 31(11), 5783-A.

The effects referred to in this study were self-concept of a trainee and mode of verbal response used by trainee. The co-counseling treatment was compared with a lecture-control treatment condition. The following conclusions were noted: (a) the co-counseling technique does have a positive impact on the trainees' perception of self; and (b) co-counseling appears to be no more or no less a way of teaching skills than the more conventional methods of teaching. (Author)

(1015) 71-4825 Thomas, Bethel Evans, Jr. THE USE OF PORTER'S TEST OF COUNSELOR ATTITUDES TO DISCRIMINATE BETWEEN ACTION- AND INSIGHT-ORIENTED COUNSELORS. Ohio University, 1970, 31(8), 3889-A.

The conclusions of the study are as follows: (1) the present form of the Porter test has little value as an instrument for discrimination between groups of differing theoretical orientations; (2) the Porter test, as a whole, has questionable reliability, and the only scale with substantial potential for further use is the "Understanding" scale; and (3) data accruing from the Porter test is most appropriately analyzed with multivariate procedures, and erroneous conclusions may result from univariate analysis of Porter data. (Author)

(1016) 71-4527 Thomas, George Edward. THE INFLUENCE OF SELECTED FAMILY BACKGROUND FACTORS ON READING READINESS, READING ACHIEVEMENT, AND TEACHERS' RATINGS OF PUPILS IN GRADE ONE. University of Maryland, 1970, 31(8), 4048-A.

Within its limits, this study indicates that teachers should recognize that children with certain identifiable home conditions may need extra instruction in auditory discrimination and in recognition of lower case and capital letters. They may also need careful instruction for the improvement of speech, development of vocabulary and information, and development of ability to follow directions. (Author)

(1017) 71-13,463 Tocco, Thomas S. A MAPPING OF PARENT-CHILD SELF-CONCEPT TRANSMISSION IN FLORIDA MODEL FOLLOW THROUGH PARTICIPANTS. The University of Florida, 1970, 31(11), 5861-A.

Self-concept measures were taken on 323 Florida Model Follow Through kindergarten and first-grade children and their mothers at the beginning of the 1968-69 school year (pre measures) and at the end of the school year (post measures). The two significant conclusions were that mothers' self-concept measures are related to children's self-concept measures, and that mothers self-concept measures taken at the beginning of the school year are related to change in children's self-concept measures over the course of the school year. (Author)

(1018) 71-10,837 Tucker, Bernice Zipin. FEMININE SEX-ROLE AND OCCUPATIONAL CHOICE: A STUDY OF SELF AND INTERGROUP PERCEPTIONS OF THREE GROUPS OF WOMEN. Temple University, 1970, 31(11), 5783-A.

It was hypothesized that there is a feminine sex-role that women begin to learn early in life and which becomes a part of their self concept as they mature. It was further postulated that women will choose occupations that are congruent with this feminine self concept and will reject fields that are incongruent with it. Accordingly, three groups of adult female subjects were selected for this study: homemakers, elementary teachers and research scientists. The groups were expected to form a masculinity-femininity continuum for self and other group perceptions in the following order: homemakers, elementary teachers and research scientists. The hypothesis of a masculinity-femininity continuum in self concept was not supported. Homemakers appear to have self perceptions that are different from those they attribute to the other groups, particularly to scientists. Homemakers and teachers viewed scientists as having masculine characteristics many of which are highly respected in our society. In addition, there were some basic differences in value orientation between homemakers and scientists relating to marriage and child rearing. (Author)

(1019) 71-7230 Upton, Lawrence Atwell. A STUDY OF SECONDARY SCHOOL COUNSELORS' PERCEPTIONS OF SCHOOL COUNSELING AS A PROFESSION AND THEIR DESIRES FOR THE PROFESSIONALIZATION OF SCHOOL COUNSELING. State University of New York at Buffalo, 1970, 31(9), 4478-A.

Some of the conclusions of this study were: (1) New York State counselors do not perceive their occupation as being fully professionalized; (2) they are supportive of actions that would tend to further professionalize their occupation; and (3) taking all attributes into consideration, the more New York State counselors perceive their occupation as a profession, the more they are supportive of it becoming even more professionalized. (Author)

(1020) 71-3794 Vail, John Paul. THE EFFECTS OF ENCOUNTER-TAPES FOR PERSONAL GROWTH ON CERTAIN SPECIFIC ASPECTS OF THE INTELLECTUAL, BEHAVIORAL, AND SELF-CONCEPT DEVELOPMENT OF CULTURALLY DISADVANTAGED NEGRO GIRLS. (Page 141, "California Psychological Inventory" not microfilmed at the request of author. Available for consultation at the University of Georgia Library.) University of Georgia, 1970, 31(10), 5141-A.

The basic premise of this study was that leaderless group counseling provided a unique and effective alternative to traditional counseling methods with culturally disadvantaged Negro girls. No differential effect due to experimental treatment was detected in the analysis of the data. (Author)

(1021) 71-13,140 Valine, Warren James. FOCUSED FEEDBACK WITH VIDEO TAPE: AN AID IN GROUP COUNSELING OF UNDERACHIEVING COLLEGE FRESHMEN. University of Georgia, 1970, 31(11), 5784-A.

The effectiveness of a method was determined through comparison

of the Grade Point Average and selected self-concept variables among four groups. No significant difference was indicated in the GPA for the groups. However, the trend was in favor of the Immediate Feedback group. Nonstatistical measures included a Student Evaluation Questionnaire and withdrawals from college. The Questionnaire responses indicated a generally favorable impression of the use of Video Tape in group counseling. Although objective data did not measure significant change occurring, student responses indicated video tape was helpful to individuals within the group. No detrimental effects were evident. (Author)

(1022) 71-4826 Vander Lind, James Robert. A STUDY OF THE PERSONALITY AND BIOGRAPHICAL CHARACTERISTICS OF CERTAIN CAMPUS LEADERS AND NONLEADERS. Ohio University, 1970, 31(8), 3890-A.

It is concluded that differences in membership and leadership for leaders and nonleaders are likely a function of differences in their personality characteristics as measured by the California Psychological Inventory rather than in their biographical differences as measured by the Personal Data Questionnaire. (Author)

(1023) 71-5841 Vander Well, Allen R. IMPLICATIONS OF FINANCIAL NEED FOR VOCATIONAL DEVELOPMENT. The University of Iowa, 1970, 31(9), 4478-A.

The four issues this article examined were: (1) students with financial need form earlier crystalized occupational choices than those without financial need (supported); (2) students with financial need persist with their early occupational choice commitment where those without need tend to alter their objectives and later specify more crystalized choices (partially supported); (3) students with financial need narrow their objectives and thus limit their participation in other curricular and extracurricular areas where those without need participate more actively and broadly (not supported); and (4) students with financial need perceive their educational experience and their relationship with the institution less favorably than those without financial need (not supported). (Author)

(1024) 71-1122 Van Hoven, James Brinkerhoff. AN EXPLORATORY STUDY OF STUDENT LEADERSHIP IN TWO URBAN HIGH SCHOOLS. Columbia University, 1970, 31(7), 3187-A.

The findings were as follows: (1) data on student perceptions of the prestige of in-school organizations indicated that the schools studied were not providing a viable leadership education program for its rapidly growing black population; and (2) subsystems of student interaction based on race, sex, grade in school, and course of study existed. The usefulness of the model, with certain modifications, in assessing the outcomes of leadership education programs in secondary schools was successfully demonstrated. (Author)

(1025) 71-10,854 Van Vliet, Jack. A STUDY OF THE READABILITY OF OCCUPATIONAL INFORMATION PAMPHLETS AND THEIR UTILITY IN THE VOCATIONAL GUIDANCE OF A SELECTED SAMPLE OF HIGH SCHOOL STUDENTS. Temple University, 1970, 31(11), 5784-A.

The basic assumption that was investigated was that occupational information pamphlets can be read by high school students, and they can obtain information from the pamphlets by reading them. The posttest of reading comprehension indicated the following: junior and senior high school students gained significantly more information from reading occupational information pamphlets when the pamphlets were at their reading ability level, than when the pamphlets were above their reading ability level. This occurred regardless of whether or not the students were interested in the subject matter of the pamphlets. In addition, subjects who read pamphlets at their reading ability level made significantly fewer changes in post test expressions of vocational interest than did those not reading pamphlets or reading pamphlets above their reading ability level. (Author)

(1026) 70-20,620 Varner, Earlene Baker. IMPACT OF BASIC GROUP ENCOUNTER ON SELF-ACTUALIZATION OF JUNIOR COLLEGE STUDENTS. University of Florida, 1969, 31(5), 2120-A.

The results of this study showed that black and white students differed significantly in measured self-actualization as did males and females, with white females receiving the highest scores. Students in the experimental groups moved significantly in a positive direction toward other members as measured by the social distance scale. Students also showed significant changes in the increased amount of participation in the groups. It can be concluded that the basic encounter group can be considered by counselors in a junior college as a possible aid for students to grow personally and socially and may be useful in overcoming some of the barriers between black and white students. (Author)

(1027) 70-26,379 Vassos, Sonya Thomas. A STUDY OF ATTITUDES TOWARD THE GUIDANCE DEPARTMENT AND THE COLLEGE-COUNSELING PROCESS AS A RESULT OF EMPLOYING COMPUTER ASSISTED COLLEGE SELECTION. Ohio State University, 1970, 31(7), 3282-A.

As a result of this study, it was concluded that computer-assisted counseling in college selection resulted in a more favorable attitude toward the college-counseling process on the part of college-bound students, but this attitude was not generalized to include the guidance department as a whole. It was concluded further that attitudes toward high school were not affected by the inclusion of computer-assisted counseling in college selection. (Author)

(1028) 71-575 Verett, Gary Dwayne. THE EFFECT OF A SUMMER GROUP COUNSELING INSTITUTE ON SELECTED ATTITUDES AND PERSONALITY CHARACTERISTICS OF JUNIOR COLLEGE COUNSELORS. (Appendix G, pages 115-122, not microfilmed at request of author. Available for consultation at North Texas State University Library.) North Texas University, 1970, 31(7), 3283-A.

The research findings indicated that the group counseling institute did have a limited impact in personality and attitude changes of junior college counselors. Self-reports by institute members indicated that the members were able to accept themselves and others as a result of the institute. The institute members stated that they had observed attitude and behavior changes in the other institute members, and all members indicated that they felt that group counseling did work. (Author)

(1029) 70-24,002 Vick, James D. A SURVEY OF THE PROBLEMS OF TEXAS HIGH SCHOOL YOUTH IN REGION XII. Baylor University, 1970, 31(6), 2694-A.

The 120 possible problems of students listed on the questionnaire were investigated as individual problems and in the defined problem areas of: (1) education, (2) vocation, (3) personal adjustment, (4) social, and (5) miscellaneous. Students in all high schools rated Problems 16 (having teachers who do not understand students), Problem 34 (worrying too much). Problem 53 (having teachers who are not interesting), and Problem 14 (having to take courses I do not like) as problems of some degree. Principals and counselors viewed both the seriousness and frequency of the problems differently from students. Finally, there was evidence in the study to suggest that there was a relationship between the problems of high school students and the type of high school that the students attended. (Author)

(1030) 71-723 Wacker, Charles Henry. APPLICATION OF A THEORY OF INTERPERSONAL COMPETENCE TO THE COMMUNICATION PROCESS IN A PUBLIC COLLEGE. University of California, Los Angeles, 1970, 31(7), 3247-A.

The findings of this study support Argyris' theory that the increase of certain negative behavioral attributes and norms in a system produce a corresponding decrease in good human relationships and hence in the efficiency of the organization. (Author)

(1031) 71-2936 Wahl, Edwin Ernest. ORGANIZATION AND ADMINISTRATION OF PUPIL PERSONNEL SERVICES IN SELECTED WEST NORTH CENTRAL SCHOOL SYSTEMS. The University of Nebraska, 1970, 31(8), 3851-A.

Based upon evidence obtained in this study the following tentative conclusions were formulated: (1) central office administrators and specialists do not seem inclined to make a major change in the organization and administration of pupil personnel services in their school systems, (2) much more effort appears necessary to build effective communications between pupil personnel specialists and instructional personnel, (3) a program of professional preparation designed specifically for Directors of Pupil Personnel Services appears to be needed, (4) state school laws and methods of financing special programs tend to have a restrictive influence on reorganization of pupil personnel services departments, (5) limited resources in personnel and funds preclude adequate research studies in pupil services departments, and (6) the clinical approach used by many pupil personnel workers should be modified to allow more time for a consultative approach. (Author)

(1032) 70-5447 Wanger, William Ross. A COMPARISON BETWEEN THE ATTITUDES OF MALE RESIDENCE HALL STUDENTS AND STUDENT LEADERS TOWARD SPECIFIED ACTS OF STUDENT BEHAVIOR. Oregon State University, 1971, 31(8), 3911-A.

The following differences among three residence hall groups involved in the study were observed: (1) the appointed male residence hall student judicial board members rated the overall full scale items significantly less "acceptable" than did the random sample of men living in the residence halls or of elected men residence hall student leaders; (2) the appointed male residence hall student judicial board members rated the drug use items significantly less "acceptable" than did the random sample of men living in the residence halls or of elected men residence hall student leaders; and (3) the appointed male residence hall student judicial board members rated the mischief items significantly less "acceptable" than did the random sample of men living in the residence halls. (Author)

(1033) 71-3991 Warren, Robert Almon. A COMPARATIVE STUDY OF THE PERCEPTION OF A LEADER'S INTERACTION SKILLS IN SMALL GROUPS AS A RESULT OF SEATING POSITION. University of Utah, 1970, 31(8), 3852-A.

An individual's seating position in a small circular group of high school students is of importance to him. His selection of a seating position seems to be in relation to a preconceived social structure of which he is a member, and possibly to his knowledge of the type of group in which he will be involved. Seating position does not, however, seem to contribute to the frequency and duration of a member's verbal interaction or to his perception of the leader's interaction skills. (Author)

(1034) 71-7747 Washington, Kenneth Strickland. A COMPARISON OF THE EFFECTIVENESS OF TWO GROUP COUNSELING FORMATS. University of Southern California, 1970, 31(9), 4479-A.

This study was an attempt to test the hypothesis that more effective group counseling would result from condensing the interaction time into two consecutive days rather than the traditional format of one hour a week for a period of time. The subjects lived in a community which is almost entirely Negro where the economic levels ranged from moderately low income to abject poverty. The experiment clearly indicated that those counseled benefited to a significant degree when compared with those not counseled. The instrumentation, however, failed to substantiate the major hypothesis that equal or more effective change would result from continuous interaction as opposed to short weekly sessions. In the opinion of the experimenter, there were observable changes in students that were not reflected in the measuring instruments. (Author)

(1035) 71-6615 Wasson, Mary Dale. COUNSELOR ACTIVITIES IN THE PUBLIC HIGH SCHOOLS IN LOUISIANA. The Louisiana State University and Agricultural and Mechanical College, 1970, 31(9), 4479-A.

The purpose of this study was to identify the activities in which high school counselors should engage based on a national jury consisting of 35 authorities in the field of guidance and counseling and to determine the degree to which counselors in public high schools in Louisiana engage in these activities. The following conclusions were reached: (1) there were 55 specific activities; (2) the jury's recommendation of the counselor's degree of participation in these activities ranged from extensively to moderately; (3) the Louisiana public high school counselors engaged in the 55 validated activities to a varying degree; and (4) in comparing the means of the jury which represented the degree of counselor participation recommended for each activity with the means of the counselors which represented their degree of actual participation in the activities, results revealed a significant difference between the two groups on 47 activities. Comments offered by the counselors indicated that the difference in the means might be due to counselor involvement in activities not listed on the questionnaire and to the large counselor-pupil ratio. (Author)

(1036) 70-25,250 Webb, James Boyd. A COMPARATIVE STUDY OF THE RELATION OF BROKEN HOMES TO THE SCHOOL SUCCESS OF HIGH SCHOOL STUDENTS. The George Washington University, 1970, 31(7), 3187-A.

The findings suggest the following conclusions: (1) in all comparisons of students from broken homes with those from united homes, those from the latter were more successful; (2) SCAT scores and work habits and ability to cooperate were about equal in their influence on school success for both types of home; (3) type of home and participation in extracurricular activities were significant factors for boys but not girls; (4) participation in extracurricular activities was a significant factor for students from broken homes but not for students from united homes; (5) days absent was a significant factor for all students except those from the "father only" group; (6) students from united homes were six percent more successful in academic achievement than students from broken homes; and (7) girls were 16 percent more successful than boys in academic achievement. (Author)

(1037) 71-7880 Weedall, Robert Scott. AN EVALUATION OF THE ORIENTATION COMPONENT OF THE WORK INCENTIVE (WIN) PROGRAM IN TOLEDO, OHIO. The University of Toledo, 1970, 31(9), 4480-A.

Among the stated goals of this program are the modification of

the client's attitudes toward, and increasing his motivation for work, and the improvement of his self concept. The results indicated that there were no significant changes following participation in the program in either work values or self concept as measured by the study instruments. A further analysis of the data was made to determine whether there were any relationships between work values and self concept. Significant relationships between the variables beyond those which might be expected by chance were not found. A final analysis of the data was made to determine whether there were significant differences between the work values and between the various aspect of the self concept for these groups of individuals. The results of this analysis indicated that these individuals do rate the various work values differently and that they do rate some aspects of the self concept higher than other aspects. (Author)

(1038) 70-22,530 Weiant, Elizabeth A. AN EXPERIMENT IN VOLUNTARY GROUP-CENTERED COUNSELING: DEDHAM HOUSE OF CORRECTION. Boston University School of Education, 1970, 31(5), 2120-A.

The study consisted of an historical review of penology and prison reforms, a description of the population at the Norfolk County House of Correction, Dedham, Massachusetts, and of voluntary group-centered counseling. The study was more historical and descriptive than statistical because of problems inherent in research in sociology, criminology, and in a house of correction. (Author)

(1039) 71-2711 Weiner, Esther Riza Blankfeld. CHARACTERISTICS OF ATTITUDE CHANGE AS A FUNCTION OF TIME. Purdue University, 1970, 31(8), 3890-A.

It is speculated that the environment of the high school contributes to making the maintenance of goals desirable. The school environment promotes the desirability of college as a goal and this, in turn, is reflected in the greater satisfaction which college prep students feel. The high school attended affected the way in which satisfaction with school changed. (Author)

(1040) 71-6677 Welch, Arthur Atwood. A STUDY OF THE ATTITUDE CHANGES OF PARTICIPANTS IN AN INSTITUTE PROGRAM TO PREPARE PERSONNEL OF RURAL, ISOLATED, MAJORITY-NEGRO SCHOOL DISTRICTS FOR SCHOOL DESEGREGATION. University of Virginia, 1970, 31(9), 4397-A.

The study was limited to 139 participants in the institute, 74 black and 65 white. Through an item analysis it was found that significant changes occurred primarily on beliefs concerning race, desegregation, instructional practices, and students; (2) there was no significant relationship between attitude change and age, sex, race, position, or experience of participants. Most participants were found to possess favorable attitudes on the pretest. Changes between the pretest and the posttest were small, but the direction of changes was predominately in the direction of greater agreement with the known group. (Author)

(1041) 71-6616 Welch, Gilbert Dale. THE TRANSFERENCE OF ATTITUDES OF RURAL PARENTS TO THEIR CHILDREN: A STUDY OF ATTITUDES TOWARD LOCAL ISSUES AND YOUTHS' LATER LIFE ACHIEVEMENT GOALS IN A SELECTED AREA OF LOUISIANA. The Lousiana State University and Agricultural and Mechanical College, 1970, 31(9), 4921-A.

Three general hypotheses were formulated: (1) there will be congruency in the responses of rural parents and their children on current local issues; (2) there will be incongruency on the responses of parents and their children toward later life achievement goals for youth; and (3) there will be a negative relationship between socioeconomic characteristics of household heads and attitude incongruency scores for parents and their children. The data collected supported all three general hypotheses devised. It was concluded that the rural family remains an important source of influence on the development of the children's attitudes about local issues, but is not greatly influential in the attitudes their children develop on future-oriented issues. (Author)

(1042) 71-7592 Welter, Clyde Wendell. PERSONAL PROBLEMS OF DISADVANTAGED AND ADVANTAGED SECONDARY SCHOOL STUDENTS. The Ohio State University, 1970, 31(10), 5141-A.

Based on the findings, the following conclusions were drawn: (1) troublesome interpersonal relationships are a major cause of the problems reported by both disadvantaged and advantaged students; (2) advantaged students are more concerned about future needs and wants than are disadvantaged; (3) the personal problems of disadvantaged students and those of advantaged students are more similar than dis-similar in nature; (4) problems are felt more intensely by students at the 11th-grade level than by students at the 10th and 12th-grade levels; (5) girls have more concerns pertaining to life at home than do boys; and (6) the relative importance that students assign to problems may change over the years. (Author)

(1043) 71-376 Westbrook, Joseph Wilson. AN ASSESSMENT OF THE ATTITUDES OF SELECTED NEGRO STUDENTS TOWARD SCHOOL AND SOME FACTORS THAT INFLUENCE THESE ATTITUDES. The University of Tennessee, 1970, 31(7), 3249-A.

The major findings of the study were: (1) there were significant relationships among attitudes toward school and teachers, curriculum, home, environment and opportunity, and peer and schoolmates; (2) this population of students had positive attitudes toward school; (3) this population had a positive attitude toward teachers; (4) this population had a positive attitude toward home, environment and opportunity; (5) there was a positive attitude toward curriculum among the students in this study; and (6) this population had a positive attitude toward friends and schoolmates which correlated with its attitude toward school. (Author)

(1044) 71-1284 Whisenton, Zadie Bedford. THE EFFECTS OF PLANNED EXPERIENCES WITH OUTSTANDING NEGRO CITIZENS OF THE COMMUNITY ON THE SELF-CONCEPTS OF NEGRO CHILDREN. University of Alabama, 1970, 31(7), 3188-A.

The analysis of the data suggested that at the termination of the study, the Experimental Group that had received planned experiences with Negro adult models of achievement had made gains in self-acceptance that were statistically greater than the gains made by the Control Group. (Author)

(1045) 70-21,507 White, Charles Louie. ATTITUDES TOWARD ADVISEMENT IN A HIGHER EDUCATION SETTING. Oklahoma State University, 1969, 31(8), 3891-A.

A favorable student attitude toward advisement was found. Congruence between the present advisers and the ideal advisers was found to exist for the adviser-advisee relationship. A lack of congruence existed between the characteristics of the advisers and the ideal advisers. A lack of congruence was also found for the advisement needs when a comparison was made between what problems the advisers helped to resolve and those problems which an ideal adviser would help the student resolve. The students identified their advisers with their concept of an ideal adviser. (Author)

(1046) 71-9954 White, Helen Muriel. AN INVESTIGATION OF

SOME CHARACTERISTICS OF HIGH AND LOW SELF-ACTUALIZATION AND THEIR RELATIONSHIP TO ALIENATION FROM SELF AND SOCIETY. University of California, Berkeley, 1970, 31(10), 5142-A.

The lack of differentiation between high and low self-actualizers on locus of control and cognitive style was viewed as a need for further refining the measure and definition of self-actualization, especially for women college students. Results concerning low self-actualization and alienation from self and society seemed to confirm the view that self-estrangement coincides with alienation from society and that there is a personality syndrome related to alienation. (Author)

(1047) 70-20,556 White, Ruth Ann Moore. STUDENT SUB-CULTURES ON A UNIVERSITY CAMPUS. East Texas State University, 1970, 31(5), 2121-A.

Freshmen and upperclassmen at East Texas State University were classified in one of four campus subcultures: vocational, academic, collegiate and noncomformist. The value pattern of each subculture was established and the significant conclusions discussed. (CG/Author)

(1048) 71-10,073 Whitley, Alton Daniel. COUNSELOR-TEACHER CONSULTATIONS INCLUDING VIDEO ANALYSIS TO REDUCE UNDESIRABLE STUDENT RESPONSES. Southern Illinois University, 1970, 31(10), 5142-A.

The results indicated that teachers who received counselor-consultations with video tape playbacks: (a) significantly increased their reinforcement of desirable student behaviors, and (b) three teachers markedly reduced their reinforcement of undesirable student behaviors although a fourth teacher's variance prevented statistical significance. As a consequence, the experimental group target students significantly reduced their undesirable classroom behaviors. Teachers who observed video tape playbacks without counselor-consultations: (a) significantly increased their reinforcement of desirable student behaviors, and (b) did not significantly reduce their reinforcement of undesirable student responses. Subsequently, the target student control group did not significantly reduce their undesirable classroom response rates. The results suggested counselor-consultations contributed to teacher and student behavior change. (Author)

(1049) 71-4841 Whitmore, Harold Lee. GROUP SATISFACTION: A FUNCTION OF THE CLIENT SELECTION PROCEDURES, USING INTERPERSONAL NEEDS. West Virginia University, 1970, 31(8), 3891-A.

The analysis of the data reveals that systematic compatible grouping, according to interpersonal needs, increases satisfaction with neither group discussion nor group members. The most inportant factor in group counseling success is the training of the counselor. From the results of this study, a tentative conclusion is drawn that, to be effective as a group counselor, the counselor should have supervised group practicum as part of his training. (Author)

(1050) 71-3708 Wideman, John Waller. GROWTH AND DEVELOPMENT IN COUNSELOR EDUCATION. Harvard University, 1970, 31(8), 3892-A.

The aim of this thesis is the derivation of more effective modes of counselor education and consideration of what has been developing in the field, major trends, issues, and patterns. (Author)

(1051) 71-13,148 Wiggins, Richard Gene. PARENT-TEENAGER PERCEPTIONS RELATED TO ACADEMIC ASPIRATIONS. University of Georgia, 1970, 31(11), 5864-A.

The two main objectives of this study were: (1) to compare parental perceptions of teenagers and teenagers' self-perceptions, and (2) to compare academic aspirations of understood teenagers and misunderstood teenagers. Some results of the study are: (1) mothers and fathers tend to agree with one another on who they see their teenagers to be; (2) parents tend to rate their teenagers higher than teenagers rate themselves; (3) boys tend to have higher academic aspirations than do girls; (4) boys and girls tend to score about the same on vocational maturity; (5) understood teenagers rate themselves higher on the academic adequacy factor variable, parent-teenager relations factor variable, the math item variable, the reader item variable and the "parents are patient with me" variable than do misunderstood teenagers; and (6) understood teenagers have higher academic aspiration levels than do misunderstood teenagers. (Author)

SPECIAL ISSUE
EXISTENTIAL COUNSELING
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(1052) 70-21,965 Williams, Lillie Evaline. THE RELATIONSHIPS BETWEEN DOGMATISM, ACADEMIC AJUSTMENT, AND GRADE POINT AVERAGES FOR AMERICAN INDIAN COLLEGE STUDENTS. Arizona State University, 1970, 31(5), 2028-A.

Nine major and 279 minor hypotheses were tested. More significant correlations between variables were found for the entire group than for either the male or female group. Further, the male and the female groups differed from each other in the number of significant correlations betweer variables. Only the combined statistics for both the male and female groups were significant, negatively, for the relationships of only one dogmatism score, the dogmatism P score, which is the tally of the number of items with which the respondent agrees, and grade point averages. (Author)

(1053) 71-2191 Williams, Marlot Wesley. PROBLEM-SOLVING PERSISTENCE AS A FUNCTION OF TYPE REINFORCEMENT AND NEED FOR APPROVAL AMONG COLLEGE STUDENTS. Michigan State University, 1970, 31(8), 3892-A.

A summary of the findings is as follows: (1) there were differences in the problem-solving persistence of students according to the type of reinforcement they received. Social reinforcement was significantly more effective than material reinforcement; (2) socioeconomic status made no difference as to how the students responded according to type of reinforcement; (3) females persisted longer than males even without reinforcement; (4) there was no difference in the amount of persistence displayed toward the different types of reinforcement between the high need for approval students and the low need for approval students; and (5) there was no difference found in this study in need for approval according to socioeconomic status or sex. (Author)

(1054) 70-25,221 Wilson, Richard Lee. THE GUIDANCE PROGRAM AS PERCEIVED BY TEACHERS, COUNSELORS, AND PRINCIPALS IN SELECTED INDIANA SECONDARY SCHOOLS. Indiana University, 1970, 31(6), 2694-A.

Though statistically significant differences of opinion existed among teachers, counselors, and principals, these differences were in the degree to which they perceived guidance favorably. General conclusions included that teachers, counselors, and

principals favorably perceive: (1) the effectiveness of the guidance program as related to students, (2) the professional relationships existing between teachers and counselors, (3) the principal's leadership relative to the guidance program, and (4) the contribution made by guidance to secondary schools. (Author)

(1055) 70-26,170 Wisser, Robert Edward. A COMPARISON OF THE EFFECTS OF THREE TYPES OF COUNSELING UPON THE ADJUSTMENT OF FIFTH GRADE BOYS. Lehigh University, 1970, 31(7), 3284-A.

Findings of the study led the investigator to conclude that although significant differences existed between the counseled and control subjects, counseling was not effective in improving the adjustment of fifth grade boys. The selected sample represented the lowest third of the boys in each classroom in terms of adjustment as measured by the California Test of Personality and Pupil Adjustment Rating Scale. It may be that all 40 subjects would have exhibited a decrease in adjustment if counseling were not provided. Recommendations for further research suggest that more effort must be made in prescribing the counseling approach in conjunction with the needs of the individual. (Author)

(1056) 70-22,800 Wolkon, Kenneth A. PREDICTION OF PIONEER VOCATIONAL CHOICE IN COLLEGE WOMEN. Boston College, 1970, 31(5), 2121-A.

The main purpose of this study was to examine the legitimacy of the career-orientation of women as it has been studied in the literature up to this time. It was found that what has been referred to as a career-orientation in the common research dichotomy of career vs. homemaker in fact encompasses two rather distinct career orientations referred to here as Pioneer (75 percent or more male) and Traditional (those careers where women are more frequently found). No significant differences were found among the groups as to marital status, mother's work histories, or either parent's educational or occupational levels. Nor was age at first date, age at marriage or the timing of decisions about college majors or careers significant. (Author)

(1057) 71-3395 Wood, Grant Ree. PROBLEMS PRACTICES AND PERCEPTIONS OF MISSOURI COUNSELORS IN THE SELECTION, PLACEMENT AND FOLLOW-UP OF VOCATIONAL EDUCATION STUDENTS. University of Missouri - Columbia, 1970, 31(8), 3893-A.

The purpose of this inquiry is to ascertain the problems, practices and perceptions of Missouri counselors concerning the five vocational guidance functions specified in the Vocational Education Act of 1963 and its 1968 Amendments, namely: (1) the provision of occupational information; (2) the identification, encouragement and enrollment of students who could profit from vocational training; (3) assistance of students in the completion of vocational training; (4) the job placement of both vocational graduates and terminating students; and (5) evaluative follow-up to ascertain job success. (Author)

(1058) 70-26,013 Wyse, Marylou. SENSITIVITY TRAINING VERSUS GROUP LECTURES WITH ELEMENTARY SCHOOL PROBLEM STUDENTS. Case Western Reserve University, 1969, 31(6), 2695-A.

The purpose of this study was to determine if two group approaches, namely, sensitivity training and group lectures, were related to change in teacher-perceived classroom behavior and real-self ideal-self congruence of elementary students. The results indicated that comparisons between the sensitivity training group, the lecture group, and the control group on the variable of teacher-perceived classroom behavior revealed no significant overall differences between any of the three groups. The variable of real-self ideal-self congruency revealed no significant differences between any of the three groups, either. (Author)

(1059) 70-25,436 Zenger, Weldon F. A STUDY OF THE INFLUENCE OF VOCATIONAL AND OCCUPATIONAL EXPLORATION AND SELF-APPRAISAL ACTIVITIES UPON THE VOCATIONAL CHOICES AND VOCATIONAL INTERESTS OF HIGH SCHOOL SENIORS. University of Kansas, 1970, 31(6), 2627-A.

Some of the conclusions of this study were: that high school seniors tend to change their vocational plans more while they are exploring vocations and occupations as well as their own interests, aptitudes, and abilities; that the vocational and occupational plans of high school seniors tend to show a great deal of variance over a period of 21 months; and that a class in vocational and occupational exploration for high school seniors does not appear to have much effect upon the stability of their vocational choices after they leave school. (Author)

(1060) 71-6407 Zieleniewski, Gerald Joseph. A COMPARATIVE ANALYSIS OF COUNSELOR CHARACTERISTICS DEEMED IDEAL BY INNER CITY AND SUBURBAN GUIDANCE COUNSELORS. University of Cincinnati, 1970, 31(9), 4480-A.

The results of this study indicate that there is no significant difference between the inner-city and suburban guidance counselors in their perception of "ideal" counselor characteristics. Also, no significant differences exist among counselors in their perception of counselor characteristics as a function of geographical location, sex, type of counselor certificate, age, professional experience or attendance at guidance institutes and seminars. The view that a different type of counselor is needed to work with culturally disadvantaged populations is not supported. (Author)

(1061) 71-9488 Zimmerman, Gary Arthur. DECISION-MAKING AND INDECISION IN THE VOCATIONAL DEVELOPMENT OF COLLEGE-BOUND MALES. Purdue University, 1970, 31(10), 5143-A.

It was concluded that in the high school setting, the vocational decisiveness of a college-bound senior male is affected differently by a group counselor who reinforces vocational planfulness than it is by a group counselor who reinforces vocational indecision. The student becomes more vocationally decided on a specific vocation in the former situation and more undecided in the latter. Finally, vocationally decided males change their college major more in their freshman year than do vocationally undecided males. (Author)

SPECIAL ISSUE

PROFESSIONAL STATUS, CONCERNS, REFLECTIONS

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JOURNAL ARTICLES

(1062) Abbott, Mary. THE ELEMENTARY COUNSELOR TEACHES BEHAVIOR MODIFICATION TECHNIQUES TO PARENTS. Michigan Personnel and Guidance Journal, 1970, 2(1), 11-16.

This paper describes a class that was designed to teach parents behavior modification techniques. (Author)

(1063) Abel, Janice. STUDENT PERSONNEL AS A UNIFYING FORCE. Journal of National Association of Women Deans and Counselors, 1971, 34(2), 72-74.

In this article the author surmises that student personnel, envisioned as a unifying force, can inject into higher education a "coherence" appropriate to the twentieth century. As a team, personnel educators can establish educational programs and can provide leadership which will challenge students to seek education as a springboard to continuous learning and self direction. (Author)

(1064) Ablon, Joan. CULTURAL CONFLICT IN URBAN INDIANS. Mental Hygiene, 1971, 55(2), 199-205.

Community agencies need to understand the unique cultural characteristics brought by Indians to the city. Indian values are frequently at odds with the prevailing norms in American culture. Some values discussed in this article are the concepts of non-competitiveness, sharing, the extended family, and withdrawal in the face of unpleasant situations. (Author)

(1065) Abramovitz, Arnold, and Abramovitz, Carole M. EXISTENTIAL COUNSELING: VALUES AND INTEGRATION. Counseling Psychologist, 1971, 2(3), 44-47.

To the extent that the existential counselor overstresses the subjectivity of the counselor's life goals and the authenticity with which he pursues them, he may be thwarting the possibility of a better balance and integration between the worlds of things, people and self. (Author)

(1066) Adams, Bert N. ISOLATION, FUNCTION, AND BEYOND: AMERICAN KINSHIP IN THE 1960'S. Journal of Marriage and the Family, 1970, 32(4), 575-594.

This rather extensive review examines the family structure in regard to general concerns resulting from industrialization, kin ties with particular emphasis on American kinship, mobility and ethnicity. Areas for future kinship exploration include: (1) dependent parents, (2) financially dependent young marrieds, (3) social class factors, (4) migration patterns, and (5) cultural transmission. (CJ)

(1067) Adams, Wesley J. SEX COMPOSITION IN FAMILY LIFE COURSES: HOW IMPORTANT IS THIS? Family Coordinator, 1971, 20(1), 55-62.

This study attempted to ascertain whether a mixed sex group of students in a university family life course provided an optimal learning arrangement as compared to a nomixed sex group. Comparative analyses between women in mixed sex and all female groups in a "before/after" experimental design indicated no significant differences in measurements of attitude, knowledge, and personality variables. (Author)

(1068) Adkins, Patricia G., and Harrell, Roger L. PERSPECTIVES IN RELEVANCY. College Student Survey, 1971, 5(1), 6-8.

The authors address themselves to the need for interaction between school personnel and community patrons to achieve a "schooled environment." (Author/BY)

(1069) Akridge, R. L., and Bergeron, W. L. EMPIRICAL COMPARISONS OF COUNSELOR ORIENTATIONS. Journal of Employment Counseling, 1970, 7(4), 156-162.

Counseling oriented individuals confront their clients in an active, expressive, concrete, and genuine encounter which communicates a strong belief in the client's worth. The counselor focuses on specifics both in terms of content and feeling and avoids abstractions and over generalized and compacted words and phrases. (Author)

(1070) Alderfer, Clayton P., and Lodahl, Thomas M. A QUASI EXPERIMENT ON THE USE OF EXPERIENTIAL METHODS IN THE CLASSROOM. Journal of Applied Behavioral Science, 1971, 7(1), 43-69.

A comparison between a T-Group course and a more traditional human relations course indicated the following findings: the T-Group course showed more here-and-now behavior, more group-dynamics and less organizational dynamics content, more involvement, more perceived transfer of learning, and more perceived comfort with feelings. (Author/BY)

(1071) Aldrich, C. Knight. THIEF. Psychology Today, 1971, 4(10), 67-69.

A psychiatrist discusses the problem of parent expectation in regard to child behavior. If a parent expects a child to misbehave, the child will live up to the expectation. The self-fulfilling prophecy works in the family and in society as well, with social expectations creating antisocial behaviors among the young, the black, and the poor. (Author)

(1072) Alfert, Elizabeth, and Suczek, Robert F. PERSONALITY DEVELOPMENT AND CULTURAL CHANGE. Journal of Higher Education, 1971, 42(1), 21-26.

The possibility of accelerated development on the part of young people must be taken into account in studies of personality change generally and in studies of change during college particularly. In attempting to understand what sort of experiences during the college years are dynamically related to the changes taking place, it is necessary to take into account that in technological societies everyone can be aware of events throughout the world, often while they are happening. (Author)

(1073) Allen, Dean A. UNDERACHIEVEMENT IS MANY SIDED. Personnel and Guidance Journal, 1971, 49(7), 529-532.

Underachievers are defined merely in terms of the discrepancy between their predicted and earned grades. So classified, this article contends, the groups are too heterogeneous to be psychologically meaningful. Different types of achievers and underachievers need to be identified and different educational climates need to be studied, if the concept of underachievement is to become productive in our thinking about high school and college students. (Author/BY)

(1074) Altbaum, Carole A. A PROPOSAL FOR AN EXPERIMENTAL COUNSELING UNIT. California Personnel and Guidance Association Journal, 1971, 3(2), 57-60.

The author proposes a counseling unit adapted to include disadvantaged youth's need for immediate gratification by payment for participation in intensive counseling. This counseling setting provides an opportunity for the method of successive approximations toward less frequent payment and finally toward payment on a regular fixed interval basis. (Author)

(1075) Altbaum, Carole A. THE USE OF BEHAVIOR MODIFICATION IN THE DEVELOPMENT OF PUBLIC SPEAKING ABILITY. Journal of Employment Counseling, 1970, 7(4), 143-145.

Research has shown that behavior can be successfully modified if behavioral goals are specified and the behavior is broken down into small workable units. This report presents a case study in which the method of successive approximations was used with a young male client to develop public speaking ability. (Author)

(1076) Anadam, Kamala, and Williams, Robert L. A MODEL FOR CONSULTATION WITH CLASSROOM TEACHERS ON BEHAVIOR MANAGEMENT. School Counselor, 1971, 18(4), 253-259.

Discussed is a "contract," formulated by the teacher and her students at the suggestion of the consultant, designed to encourage less disruptive classroom behavior. The arrangement permits the student to learn or not to learn without having to cope with nagging by the teacher. (Author/CJ)

(1077) Anandam, Kamala; and Others. FEELINGS. . . TO FEAR OR TO FREE? Elementary School Guidance and Counseling, 1971, 5(3), 181-189.

Attempts to initiate and maintain awareness and expression of feelings can be successfully implemented through either teacher reinforcement procedures or "feelings classes." Both methods merit further attention. (CJ)

(1078) Anderson, James G., and Johnson, William H. STABILITY AND CHANGE AMONG THREE GENERATIONS OF MEXICAN-AMERICANS: FACTORS AFFECTING ACHIEVEMENT. American Educational Research Journal, 1971, 8(2), 285-309.

A factor analysis of a student questionnaire revealed nine independent factors that characterize the emphasis that parents place on education, the language used in the home, and the child's self-image and academic motivation. These are described in the article. (Author)

(1079) Anderson, Robert M., and Kauffman, James M. USE OF STATE MENTAL HEALTH CENTERS IN TRAINING TEACHERS OF CHILDREN WITH BEHAVIOR DISORDERS. Journal of School Health, 1970, 40(10), 523-525.

Community oriented state mental health facilities can provide invaluable practicum experiences for undergraduate and graduate students in training to become teachers of behaviorally disordered children. The quality of experiences available in a community oriented residential mental health facility is sometimes superior to those available in the public schools or "closed door" state hospitals. University training programs must attempt to become more flexible in planning sequences of courses and practica to meet the individual needs of teacher trainees. (Author/CJ)

(1080) Anderson, Wayne, and Kutzen, Neil. SIZE AND CONFIDENTIALITY POLICIES OF COLLEGE COUNSELING CENTERS. Journal of College Student Personnel, 1971, 12(2), 130-132.

A reinvestigation of some of the results of the Nugent and Pareis study (1968) indicates that information on students coming to a counseling center is actually more confidential than the original study suggested. There appeared to be relationships between size of institution and level of confidentiality and satisfaction with administrative organization and level of confidentiality. (Author/BY)

(1081) Anderson, William J.; and Others. GUIDANCE IN INDUSTRIAL ARTS EDUCATION. . . FOR THE '70'S. Man/Society/Technology – A journal of Industrial Arts Education, 1970, 30(2), 44-48.

The first part of a two part article describes the school guidance program, the teacher involvement, the guidance material selection, and the guidance function of industrial arts and presents information that will assist the teacher in this phase of the program. (GR)

(1082) Anker, Jeffrey L.; and Others. DRUG USAGE AND RELATED PATTERNS OF BEHAVIOR IN UNIVERSITY STUDENTS: 1. GENERAL SURVEY AND MARIJUANA USE. Journal of American College Health Association, 1971, 19(3), 178-186.

A survey was undertaken to determine current patterns of drug usage and related patterns of behavior among college and graduate students. The fact that one quarter to one third of university students find drug usage appealing or important would indicate combined psychological, epidemiological, sociological, and pharmacological study of the problem. (Author/BY)

(1083) Apler, Marvin K. LONG HAIR IN CONTEMPORARY MALES. Medical Aspects of Human Sexuality, 1971, 5(3), 144-153.

This article, in reviewing the historical meaning of hair, suggests that the wearing of long hair by young men today represents social ideologies rather than sex symbols. (Author/CJ)

(1084) Arbuckle, Dugald S. REACTION TO KEMP. Counseling Psychologist, 1971, 2(3), 32-36.

A crucial part of a program for the development of an existential counselor would, the author believes, be the provision of a series of experiences in which the sensitivites of the student would become more intimately felt and realized. (Author)

(1085) Arndt, J. Richard. SUBSTANTIVE DUE PROCESS IN PUBLIC HIGHER EDUCATION: 1959-1969. Journal of College Student Personnel, 1971, 12(2), 83-94.

Presented in this article are several major principales involved in substantive due process in public institutions of higher education pertaining to disciplinary cases in which suspension or dismissal of student has occurred. (Author/BY)

(1086) Arnold, L. Eugene. DETECTION AND MANAGEMENT OF HYPERKINETIC CHILDREN IN SCHOOL. School Counselor, 1971, 18(3), 177-184.

Hyperkinetic children are usually helped by a coordinated program of medication, parent and child counseling, and teacher consultation. Medication usually facilitates everything else that is done for the child. Therefore, referral to and cooperation with the prescribing physician deserves special attention. (Author)

(1087) Astin, Alexander W. TWO APPROACHES TO MEASURING STUDENTS' PERCEPTIONS OF THEIR COLLEGE ENVIRONMENT. Journal of College Student Personnel, 1971, 12(3), 169-172.

The findings suggest that highly reliable estimates of environmental characteristics can be obtained with scales comprising only a few items. Thus it seems that subject time and expense could be greatly saved if future studies of college environmental characteristics utilize factorially derived scales based on small numbers of items. (Author)

(1088) Astin, Alexander W., and Bayer, Alan E. ANTECEDENTS AND CONSEQUENTS OF DISRUPTIVE CAMPUS PROTESTS. Measurement and Evaluation in Guidance, 1971, 4(1), 18-30.

The results suggest that the impersonal environments of the large universities may be inherently conducive to the development of disruptive protest, and particularly of protest that

involves violence. Furthermore, the large institutions appear to be less responsive than smaller colleges to such protest. (Author)

(1089) Aubrey, Roger F. OBSERVATIONS ON THE CURRENT DRUG SCENE. Journal of National Association of College Admissions Counselors, 1970, 15(3), 24-26.

As an extension of a total society, the drug scene is beyond the efforts of a single institution, such as the schools, to restrict or restrain. Presented is a ten point program summarizing the key elements which can and probably should be implemented to get the schools and the community together at least on the right track. (Author/CJ)

(1090) Auxter, David. PERCEPTUAL MOTOR CHARACTERISTICS OF PRESCHOOL CHILDREN WITH SUSPECTED LEARNING DISABILITIES. Psychology in the Schools, 1971, 8(2), 148-151.

The results of this study suggest that one might question the locomotor developmental level of the child with a learning disability. (Author)

(1091) Aylor, Kay E. PEEPHOLE INTO THE WORLD OF WORK. American Education, 1971, 7(2), 29-30.

This article describes a vocational information program at Kennard Junior High School in Cleveland. It aims at starting vocational counseling before students become dropout-prone. An addition to the program is a Junior Internship job placement program. (CJ)

(1092) Backner, Burton L. COUNSELING BLACK STUDENTS: ANY PLACE FOR WHITEY? Journal of Higher Education, 1970, 41(8), 630-637.

This study provides rather strong evidence that most black and Puerto Rican students in a special college program feel that similarity of ethnic background between counselor and student "doesn't matter." The findings suggest that even when a student says that he does feel that his counselor's background is important, this often has more to do with the student's feeling about the counselor as a person than as a white person. (Author)

(1093) Bacon, Jonathon Paul. AN EXPERIENCE SURVEY OF COLLEGE STUDENT VOLUNTEER ATTITUDES TOWARDS METHODS FOR SOCIAL CHANGES. Volunteer Administration, 1970, 4(4), 7-13.

Survey results suggest that, while generalizations are difficult to make, it would appear that volunteering radicalizes certain students while conservatizing others. No wide gap between attitudes of volunteers and non-volunteers seems to exist. Most of the volunteer sample see something wrong with the system and, while they differ in their approaches to correction, they all volunteer as one means for social change. (Author/CJ)

(1094) Baird, Leonard L., and Peterson, Frederick A. A NEW LOOK AT REALITY IN THE HIGH SCHOOLS OR WHY THE SECONDARY SCHOOL RESEARCH PROGRAM? Phi Delta Kappan, 1971, 52(7), 427-431.

Educators recognize the need to humanize education by helping the persons involved know the real feelings and values of other persons. Closely related is the need to develop techniques for intimate communication with large numbers of persons in short periods of time. QUESTA is a promising contribution. This article is reprinted in this issue by permission. It originally appeared in the October, 1970, issues of the Independent School Bulletin. (Author)

(1095) Bank, Ira M., and Brooks, Lois. ELEMENTARY COUNSELORS IMPLEMENT THE "PARENT PRINCIPLE." Elementary School Guidance and Counseling, 1971, 5(4), 273-280.

A program to elicit positive parental participation is described. By becoming knowledgeable about child related problems through the parent discussion series, parents were assisted in helping not only themselves but also their children to gain a feeling of destiny control. (Author/BY)

(1096) Banta, Trudy W. PARTNERSHIPS PAY OFF AND AID DISADVANTAGED. Training and Development Journal, 1970, 24(8), 14-17.

Community groups in Knoxville, Tennessee, meet to share concerns for job oriented education of the disadvantaged, particularly through school and industry cooperation. (LY)

(1097) Barber, Josephine M., and Means, Richard K. AMPHETAMINE USE AMONG COLLEGE WOMEN. Journal of School Health, 1971, 41(4), 205-208.

The data contained evidence of unqualified use of amphetamines; however, differences observed among the stratified random sample were believed to be attributable to chance alone. Indication of trends was not advised. (Author/BY)

(1098) Barbour, Alton; and Others. A SURVEY OF DENVER PUBLIC SCHOOL NURSES TO EXPLORE THEIR CONCEPTS RELATED TO EXPANDED ROLE FUNCTIONING. Journal of School Health, 1970, 40(10), 546-548.

Survey results suggest that school nurses are a dedicated group of professional people who express enthusiasm about the concept of an expanded role, and seem to have already expanded their traditional role as school and community needs arose which they could accommodate. School nurses envision their expanded role to be that of a dynamic change agent in striving for community "wellness." (Author/CJ)

(1099) Barrick, James E.; and Others. A BEHAVIORAL APPROACH TO LACK OF FRIENDSHIPS. School Counselor, 1971, 18(4), 260-264.

Considered were the behaviors relevant to friendship and how best to teach them while at the same time providing positive experiences for clients. The results of this study appear to support the feasibility of using a programmed procedure for learning interpersonal skills. Subjective reactions by counselors and students were favorable. (Author)

(1100) Barrins, Phyllis C. HOW TO FACE UP TO DRUG ABUSE IN YOUR SCHOOLS AND YOUR COMMUNITY. American School Board Journal, 1970, 158(2), 17-20.

Recommends that school boards and communities recognize the imminence of drug abuse, and that they set up programs in drug education. (RA)

(1101) Bauernfeind, Robert H. THE FOUR MAJOR FALLACIES OF GROUP IQ TESTING. School Counselor, 1971, 18(3), 156-163.

This article examines problems inherent in current practice: (1) defining the concept of "intelligence"; (2) using tests which rely on school taught skills; (3) relying too exclusively on test scores; and (4) introducing the concept of chronological age into IQ ratings, further distorting results. Some positive alternatives are offered. (CJ)

(1102) Beale, Andrew V. THE EVOLUTION OF COLLEGE ADMISSION REQUIREMENTS. Journal of National Association of College Admissions Counselors, 1970, 15(3), 14-15.

This brief article follows the course of research on the development of admission requirements from the seventeenth century to the 1960's, indicating that changes occurred slowly and in response to greater awareness of the part higher education played in society. (CJ)

(1103) Beck, Carlton E. EXISTENTIAL COUNSELING: SOME OBSERVATIONS. Counseling Psychologist, 1971, 2(3), 48-50.

The author sees Kemp's views on counselor preparation (article in same issue) as most interesting. One would hope that much of what he suggests about developing insights into man through literature and other creative arts would take place as part of every college student's undergraduate endeavors. (Author/BY)

(1104) Bedrosian, Oscar; and Others. A PILOT STUDY TO DETERMINE THE EFFECTIVENESS OF GUIDANCE CLASSES IN DEVELOPING SELF UNDERSTANDING IN ELEMENTARY SCHOOL CHILDREN. Elementary School Guidance and Counseling, 1970, 5(2), 124-133.

An instructional program in guidance can help prevent accumulation of pressures and frustrations and contribute toward reduction of guidance needs of children. Regular classroom teachers trained in techniques of group interaction can be more effective in implementing an instructional program in guidance than school counselors. (Author)

(1105) Belitsky, A. Harvey. PRIVATE VOCATIONAL SCHOOLS: AN UNDERUTILIZED TRAINING RESOURCE. Vocational Guidance Quarterly, 1970, 19(2), 127-130.

The private vocational school is well suited to the retraining of older unemployed adults, and should be encouraged by government grants to undertake more small group training of this type, as well as implementation of its counseling staff to provide assistance to these trainees. (CJ)

(1106) Bender, Stephen J. THE VENEREAL DISEASE DILEMMA: A CASE IN QUESTION. Journal of School Health, 1971, 41(2), 105-107.

Through a case history, the mental and physical concerns about venereal disease among young people are examined. Not only is there a moral issue to resolve but also an educational one. (CJ)

(1107) Bennett, George K.; and Others. RESPONSE TO ROBERT WILLIAMS. Counseling Psychologist, 1970, 2(2), 88-96.

Several test publishers respond to a charge of racism in testing, made by Robert L. Williams in the previous edition of this journal. Responding are: George Bennett of The Psychological Corporation, John Sommer of Houghton-Mifflin, Leo A. Munday of the American College Testing Program, Samuel Messick and Scarvia Anderson of the Educational Testing Service, and W. V. Clemans of Science Research Associates. (CJ)

(1108) Bentley, Lloyd G., and Kuzdrall, Paul J. THE QUANTITATIVE APPROACH TO COLLEGE RECRUITING. Journal of College Placement, 1971, 31(4), 76-86.

The authors outline a system for planning and carrying out recruiting programs which can be monitored more accurately throughout the year, providing greater flexibility and tighter control at the same time. (Author)

(1109) Berdie, Ralph F. INTERDEPENDENCY IS FREEDOM. National Catholic Guidance Conference Journal, 1971, 15(2), 85-89.

This article describes the role of guidance in helping the individual to maintain his autonomy and individuality in a society which demands it yet makes it difficult to achieve. (Author/CJ)

(1110) Berdie, Ralph F. A PARADOX IN ADULT CHILD COMMUNICATION. Elementary School Guidance and Counseling, 1970, 5(2), 99-103.

Parents and counselors must learn communication techniques which encourage expression of feelings and, at the same time, indicate adult approval or disapproval of the child's expressed behavior. Children must be helped to discriminate between a disapproving act and the "doer." (CJ)

(1111) Berenson, Bernard G. COUNSELOR SELECTION AND TRAINING IN A TIME OF CRISES: A SUMMARY. Journal of Council of Associations of University Student Personnel Services, 1970, 5(2), 27-31.

This article suggests that the more systematic the training efforts and the more concentration on the development of functional selection criteria, the greater the probability for creating "successful" counselors. (Author/CJ)

(1112) Berg, Constance DeMuth. SOME THOUGHTS ON THE NEED FOR A PHILOSOPHICAL BASE IN ELEMENTARY COUNSELING. School Counselor, 1971, 18(4), 228-234.

This article considers the behavioral and existential views of counseling, wonders at the possibility of reconciling the two approaches, and urges development by the counselor of an expanded frame of reference specifically oriented to child counseling. (CJ)

(1113) Berger, Miriam E. TRIAL MARRIAGE: HARNESSING THE TREND CONSTRUCTIVELY. Family Coordinator, 1971, 20(1), 38-43.

The concept of trial marriage is traced historically and anthropologically. To harness the trend constructively the author recommends that young people who have had a living-together experience, evaluate it with a counselor in order to gain insight about their potentialities as mates. (Author)

(1114) Berk, Richard A., and Adams, Joseph M. ESTABLISHING RAPPORT WITH DEVIANT GROUPS. Social Problems, 1970, 18(1), 102-117.

Techniques recommended for establishing and maintaining rapport with deviant groups focus on overcoming problems of social distance and mistrust. Although based on experience with juvenile delinquents and drug addicts, the suggestions made are held to offer potential for wider applicability. (RJ)

(1115) Berman, Graham, and Eisenberg, Mildred. PSYCHO-SOCIAL ASPECTS OF ACADEMIC ACHIEVEMENT. American Journal of Orthopsychiatry, 1971, 41(3), 406-415.

Some previous work on factors in academic achievement is reviewed, and the authors report a study in which they correlated final-year high school grades with IQ, family and socioeconomic data, and the scores from a personality inventory, in order to define the characteristics of the successful student within a culturally and economically homogeneous group. (Author)

(1116) Berry, Margaret C., and Fitzgerald, Laurine E. THE PROFILE AND STATUS OF NAWDC MEMBERS. Journal of National Association of Women Deans and Counselors, 1971, 34(2), 50-59.

The purpose of this study was to gain a profile of the current membership of the National Association of Women Deans and Counselors and ascertain opinions of the members about present status and future directions of the organization. The typical member feels very free to express opinions but less free to initiate action; being a woman she perceives discrimination against her professionally. (BY)

(1117) Bersoff, Donald N., and Grieger, Russell M. II. AN INTERVIEW MODEL FOR THE PSYCHOSITUATIONAL ASSESSMENT OF CHILDREN'S BEHAVIOR. American Journal of Orthopsychiatry, 1971, 41(3), 483-493.

An interview strategy is presented with primary focus on the analysis of behavior and the concomitant uncovering of antecendent and consequent conditions that elicit, reinforce, and perpetuate that behavior. Its goal is to acquire relevant information that will contribute to decisions about desired changes in behavior. (Author)

(1118) Bieber, Toby. WOMEN'S RESISTANCE TO MARRIAGE. Medical Aspects of Human Sexuality, 1971, 5(2), 64-78.

A female's resistance is generally an unconscious fear of assuming a wife and mother role, based upon an unsatisfactory childhood relationship with her own mother. (CJ)

(1119) Biggers, Julian L. THE USE OF INFORMATION IN VOCATIONAL DECISION MAKING. Vocational Guidance Quarterly, 1971, 19(3), 171-176.

Study results indicate that, while students may be receiving adequate information on career planning, they need more training in proper use of such information. Early guidance experiences should implement this finding. (CJ)

(1120) Biggs, Donald A. SELECTING RESIDENCE COUNSELORS: JOB VIEWPOINTS AND INTERPERSONAL ATTITUDES. Journal of College Student Personnel, 1971, 12(2), 111-115.

This study describes significant job viewpoints and interpersonal attitudes of candidates for residence counseling positions. Selection and training of these staff members should place emphasis on both professional attitudes and personal and social development. (Author)

(1121) Birdwhistell, Mariam C., and Beard, Richard L. INTERVENTION WITH PREGNANT STUDENTS. Personnel and Guidance Journal, 1971, 49(6), 453-458.

Schools, along with health care agencies, must be concerned with the prevention of teenage pregnancy, as well as with the health and education of the already pregnant student. To create an atmosphere conducive to seeking help, the policy of requiring pregnant students to withdraw must be abolished. In this study guidance counselor contact was significant in both educational and medical outcomes for the girls. (Author)

(1122) Bjorkquist, David C., and Kazanas, H. C. SHOULD WE TEACH CAREER INFORMATION? Man/Society/Technology – A Journal of Industrial Arts Education, 1970, 30(4), 92-95.

A recent study measures the effect of a 15-minute tape-narrated slide presentation about careers in industrial education teaching on changing the attitudes about those careers held by students with differing values. (GR)

(1123) Blackwood, Ralph O. THE OPERANT CONDITIONING OF VERBALLY MEDIATED SELF-CONTROL IN THE CLASSROOM. Journal of School Psychology, 1970, 8(4), 251-258.

A controlled experiment was carried out with 12 children who had been given traditional behavior modification treatment. Mediation training was given to six children with the remaining six serving as controls. During a 15-day post-treatment period, mediation trained children emitted fewer misbehaviors than the control children did. (Author)

(1124) Blake, Robert R., and Mouton, Jane Srygley. THE FIFTH ACHIEVEMENT. Journal of Applied Behavioral Science, 1970, 6(4), 413-426.

The authors foresee a fifth achievement by which men will ultimately be able to work out their differences. Here presented is the Conflict Grid for use in evaluating good or bad ways of ending disputes as a vehicle for creative problem solving in the future. (Author)

(1125) Blau, Theodore H. THE APA COMMISSION ON ACCELERATING BLACK PARTICIPATION IN PSYCHOLOGY. Counseling Psychologist, 1970, 2(2), 77-78.

This brief article suggests methods of involvement for individuals and professional groups who are interested in increasing the number of black psychologists. Some are (1) financial commitment to black professional projects, (2) a look beyond stereotypes, (3) an attempt to expand awareness of one's own limitations regarding racial attitudes. (CJ)

(1126) Blavat, Herbert, and Flocco, William. A SURVEY OF A WORKABLE DRUG ABUSE PROGRAM. Phi Delta Kappan, 1971, 52(9), 532-533.

There is little evidence to date that drug use by young people is abating. Many schools are assuming responsibility for educating their students about drugs. Described is how one Los Angeles high school provided this service. (Author)

(1127) Blom, Dorothy. A NURSE'S EXPERIENCE WITH A STANDBY PROGRAM IN AN ELEMENTARY SCHOOL. Journal of School Health, 1971, 41(5), 249-253.

The author describes her experience as a nurse with a standby program in an elementary school. (BY)

(1128) Bluestein, Venus W., and Milofsky, Charles A. CERTIFICATION PATTERNS AND REQUIREMENTS FOR SCHOOL PSYCHOLOGISTS. Journal of School Psychology, 1970, 8(4), 270-277.

Questionnaires sent to 50 state superintendents of public instruction and directors of education in five territories indicated the following trends: (1) more states are requiring certification for school psychologists; (2) there are higher academic requirements; and (3) there is a shift away from a mandatory teaching certificate for state certification as a school psychologist. (Author)

(1129) Boffa, Joseph, and Kugler, John F., Jr. DEVELOPMENT AND TESTING OF A JUNIOR HIGH SCHOOL ORAL HYGIENE EDUCATION PROGRAM. Journal of School Health, 1970, 40(10), 557-560.

Described is a program to be woven into the curriculum in such a way that it becomes part of the total education plan. It should be taught in the classroom by the teacher and would thus necessitate inservice education. (Author)

(1130) Bottoms, Gene, and O'Kelley, George L. VOCATIONAL EDUCATION AS A DEVELOPMENTAL PROCESS. American Vocational Journal, 1971, 46(3), 21-24.

Proposed is a redesigned curriculum which fits the broadened definition of vocational education. It is stressed that vocational development must be considered as a major sequential objective commensurate with other objectives of the school, and not merely as an add-on course or unit. (Author/CJ)

(1131) Bowers, William J. TRENDS IN COLLEGE CAMPUS DEVIANCE. College Student Survey, 1971, 5(1), 20-30.

The study shows that the nation wide picture of student misconduct in 1966 departs substantially from its reflection in the public media. Academic and drinking violations were more prevalent than other offenses of equal seriousness. Campus political activism and drug usage, on the other hand, were comparatively uncommon. (Author)

(1132) Boyd, William B. ON CONGRUENCE AND STANDARDS. College and University, 1971, 46(3), 169-179.

Substantial reforms are urgently needed if students are to be well served and if universities are to regain their former place in the affections of the nation. Registrars and admissions officers are the experts in these areas of our common life. To them, their colleagues must look now for the innovative leadership our success requires. (Author)

(1133) Boyle, John. A LEARNING EXPERIENCE IN HELPING PARENTS GET WHAT THEY WANT. Children, 1970, 17(4), 127-131.

Student social worker helps parents of retarded children get a school for their children. (NH)

(1134) Bradley, Richard W., and Sanborn, Marshall P. USING TESTS TO PREDICT FOUR YEAR PATTERNS OF COLLEGE GRADE POINT. Journal of College Student Personnel, 1971, 12(2), 138-142.

The study reported here is an attempt to improve on past procedures by using a developmental approach that involves repeated predictor measures over four years, together with GPA criteria, including not only level of performance, but also consistency or change throughout undergraduate study. The method used, however, did not lead to improved accuracy of prediction of college performance. (Author)

(1135) Brainard, Stephen R., and Dollar, Robert J. PERSONALITY CHARACTERISTICS OF LEADERS IDENTIFYING WITH DIFFERENT STUDENT SUBCULTURES. Journal of College Student Personnel, 1971, 12(3), 200-203.

Results of the study suggest that student leaders differ according to their campus reference groups; these differences are predictable based on the unique characteristics that tend to describe the subcultural groups. (Author)

(1136) Brammer, Lawrence M. EXISTENTIAL VIEWS: COUNSELING SUPPLEMENT OR SUBSTITUTE? Counseling Psychologist, 1971, 2(3), 37-41.

The author highlights some of the implications of Kemp's (article in same issue) points for counselors and clients. He also raises additional questions about the American experience, writing from a perspective as a counselor-educator sympathetic to existential views. (Author/BY)

(1137) Brasher, Diane B. MEETING THE OPPOSITION: SEX EDUCATION AND COMMUNITY SUPPORT. Family Coordinator, 1971, 20(1), 44-48.

This paper offers some practical suggestions and techniques in dealing with organized opposition to sex education and family life education programs. (BY)

(1138) Braskamp, Larry A., and Flessner, Duane. THE CONGRUENCY BETWEEN PARENTAL AND ENTERING FRESHMAN EXPECTATIONS. Journal of College Student Personnel, 1971, 12(3), 179-185.

The results show that parents and students did not always agree on college expectancy, but students have not been entirely accurate in their perceptions and have not always been able to fulfill their expectations. Parents may have more accurate long term expectations than do students. (Author/BY)

(1139) Bratten, Dale; and Others. PERFORMANCE CONTRACTING: HOW IT WORKS IN TEXARKANA. School Management, 1970, 14(8), 8-10.

Outlined are the public relations techniques used by the Saginaw, Michigan school district for a sustained public and staff information program. (Author/MLF)

(1140) Breidenbaugh, Barry E., and Brozovich, Richard W. SELF RATED AND TEST INTEREST PATTERNS AMONG STUDENTS REFERRED FOR VOCATIONAL REHABILITATION SERVICES. School Counselor, 1971, 18(3), 185-188.

As a result of this study, it is suggested that administration of an interest test be accompanied by an expressed interest checklist. Where wide discrepancy occurs, the counselor should be alerted to the need for further explanation. (Author/CJ)

(1141) Breyer, Norman L.; and Others. BEHAVIORAL CONSULTING FROM A DISTANCE. Psychology in the Schools, 1971, 8(2), 172-176.

The purpose of the project described was to demonstrate the feasibility of employing behavior modification techniques within an ongoing consultative model that can be implemented by a minimally-experienced consultant under the direction of a supervisor who remains physically remote from the teacher and the classroom. (Author)

(1142) Brion, Helen H. SCHOOL NURSE TO THE RESCUE. Today's Education, 1970, 59(8), 26-27.

A well-trained nurse on the school staff can greatly help to reduce the personal problems of the students that may be affecting their academic performance. (CK)

(1143) Britton, Jean O. TRAINING AND COUNSELING OF THE OLDER WORKER. Journal of Employment Counseling, 1970, 7(4), 137-141.

Problems of training, retraining, and counseling older workers are examined in terms of some of their characteristics, such as slower work habits, decreased physical strength, adaptability, and lack of self confidence. Ways to compensate for possible handicaps through training and counseling are suggested. (Author)

(1144) Brocksbank, Robert W. ON CAMPUS: CRISIS IN COMPETENCE. Journal of College Placement, 1971, 31(4), 51-53.

Personal integrity, honesty and a professional attitude are needed by both recruiters and placement personnel if a better way of reaching, hiring, and motivating our young people is to result. No less important, states the author, is the commitment the students must make to find their own directions. (Author)

(1145) Broderick, Carlfred B. HETEROSEXUAL INTERESTS OF SUBURBAN YOUTH. Medical Aspects of Human Sexuality, 1971, 5(3), 82-103.

Extensive cross sectional data suggest a real continuity between prepubertal attitudes and experience and those of adolescence. The preteen years (10-13) represent a period of preparation for later heterosexual involvement. These findings suggest need to modify traditional points of view regarding patterns of sociosexual development. (Author/CJ)

(1146) Brooks, H. Bryce. TEACHING TEACHERS TO TEACH ABOUT DRUGS. Bulletin of National Association of Secondary School Principals, 1971, 55(355), 127-134.

There is a need for change in the techniques of teaching teachers about teaching drug education. Using only the best teachers, they must have an understanding of the various drug cultures, of the law relating to drug use and of why young people are using drugs. The teachers must be able to cummunicate with their students in helping them find alternatives. Furthermore school people should begin to exert community leadership in organizing drug programs. (CG)

(1147) Brooks, Robert W. THE USE OF STUDENT QUESTIONS AS A PARTIAL FORMAT FOR INSTRUCTION REGARDING SMOKING AND HEALTH. Journal of School Health, 1970, 40(10), 542-544.

An affective smoking and health unit must be multidimensional in nature. Use of student questions as a precursor to such a unit can assist the health educator in developing learning opportunities which are meaningful to the student participants. (Author)

(1148) Brown, Janet S. IMPROVING FAMILY LIFE: ACTION AND REACTION. Journal of Marriage and the Family, 1970, 32(4), 598-608.

Action to improve family life did not involve a new technique but a recognition of the need to modernize old principles and programs and to develop new ones. Ideas about personnel, materials, organizational structure, and emphases were revised. Involvement of the federal government was a major catalyst. (Author)

(1149) Brown, Robert D. T. V. SCRIPT: THE SERENDIPITOUS SIXTIES AND THE SEQUACIOUS SEVENTIES. National Association of Student Personnel Administrators Journal, 1971, 8(3), 172-177.

This article looks at college personnel work during the 60's with emphasis on (1) use of resident advisors, (2) Black Student movement, (3) counseling services, and (4) reform in counselor education. (CJ)

(1150) Brown, William E. A BEHAVIOR MODIFICATION MODEL. School Counselor, 1971, 18(3), 215-216.

The article attempts to introduce to a teacher or counselor a way of setting up a behavior modification plan. The example can be adapted to fit various situations. The teacher or counselor can select the needed behavioral change, determine successive approximations, and use an appropriate immediate reward system. (Author)

SPECIAL ISSUE
GROUP SENSITIVITY TRAINING AND ENCOUNTER: USES AND ABUSES OF A METHOD
The Counseling Psychologist
Vol. 2, No. 2, 1971

(1151) Brown, William J.; and Others. VENEREAL DISEASE. Medical Aspects of Human Sexuality, 1971, 5(4), 74-97.

A roundtable discussion by physicians focuses on the rising rates of venereal disease, the recognized symptoms and treatments, the role of the physician in reporting and patient care, and the enormous need for expanded public education in the area. (CJ)

(1152) Bryan, Clifford E., and Erickson, Edsel L. FORECASTING STUDENT DROPOUT: THE UTILITY OF ACADEMIC ASPIRATIONS AND PLANS. Education and Urban Society, 1970, 2(4), 443-458.

Tests predictions of dropout potential based on education plans, aspirations, and both--on the basis of data collected during the 1960-61 school year from approximately 1500 eighth graders in the four junior high schools of a midwestern city. (JM)

(1153) Bucci, Frank A. ACTIVITY COORDINATORS: THE VIEW FROM THE BOTTOM. Journal of College Student Personnel, 1971, 12(1), 67-69.

Data for this study was drawn from an extensive study on personnel practices. This particular report focuses on the position of coordinator of student activities which is seen as ranking low on the totem pole in regard to benefits, perceived responsibilities, and perception by other staff personnel. (CL)

(1154) Bucci, Frank A. THE PLACEMENT DIRECTOR: MIDDLE MAN ON THE TOTEM POLE. Journal of College Placement, 1971, 31(2), 73-82.

Tables are presented which compare, unfavorably, the position of recruiter with those of other personnel workers, in areas of salary, staff benefits, peer status and campus role. (CJ)

(1155) Buck, Carol; and Others. THE EFFECT OF KINDERGARTEN EXPERIENCES UPON IQ TEST PERFORMANCE. Psychology in the Schools, 1971, 8(1), 62-64.

The main purpose of this investigation was to study the impact of kindergarten upon the IQ test performance of young children. Results indicate that kindergarten experience has a positive influence upon test performance. (Author)

(1156) Buckley, H. Donald. A COMPARISON OF FRESHMAN AND TRANSFER EXPECTATIONS. Journal of College Student Personnel, 1971, 12(3), 186-188.

According to the results of this study, one cannot assume that transfer students, even with previous college experience, begin with different expectations than freshmen. Both tend to exaggerate their expectations of the environment and anticipate a high intellectual and nonintellectual climate. (Author/BY)

(1157) Burhenne, Diane, and Mirels, Herbert L. SELF DISCLOSURE IN SELF DESCRIPTIVE ESSAYS. Journal of Consulting and Clinical Psychology, 1970, 35(3), 409-413.

This study sought to ascertain degree to which self disclosing behavior would be predicted by scores on the Journard Self Disclosure Questionnaire and by scores on the Marlowe Crowne Social Desirability Scale (SDS). Data revealed no relationship between Questionnaire scores and judges' ratings of self disclosure; a significant negative relationship was obtained between SDS scores and the self disclosure ratings. Implications for the concept of self disclosure are discussed. (Author)

(1158) Bushnell, David S. APPLICATIONS OF TECHNOLOGY IN VOCATIONAL EDUCATION. Educational Technology, 1971, 11(3), 9-10.

Areas of potential application discussed in this article are: (1) matching employment opportunities and programs; (2) vocational teacher preparation; (3) administrative and organizational applications; (4) individualized instruction; (5) simulation and trouble shooting; and (6) continuing education. (Author/CJ)

(1159) Buskin, Martin. PUTTING THE SCREWS TO INSERVICE TRAINING. School Management, 1970, 14(9), 22-24.

Effective and accurate evaluations of inservice training programs for teachers of the disadvantaged are vitally needed. (LR)

(1160) Caldwell, Edson. COUNSELING IN CONTEXT. Personnel and Guidance Journal, 1970, 49(4), 271-278.

As an agent of change, the counselor should emerge from the closet of his office and be involved in group counseling in contexts where student and faculty feelings are starting to ferment. This would require helping teachers to improve the psychological settings in their classrooms, conducting 'rap sessions" with faculty and students, and setting up group guidance activities in and out of the classroom. (Author)

(1161) Campanelle, Thomas C. INFLUENCE OF PLAY THERAPY IN DEVELOPING ADEQUATE PERSONALITY ADJUSTMENTS NECESSARY FOR LEARNING IN THE ELEMENTARY SCHOOL. National Catholic Guidance Conference Journal, 1971, 15(2), 136-140.

Through participation in play therapy, a child can see himself as a worthwhile person with an identity of his own. He can be helped to relate better with his family and other significant persons in his life. (CJ)

(1162) Caple, Richard B. FRESHMAN STUDENTS' EXPECTANCY

OF THE CAMPUS CLIMATE AT A COMMUNITY COLLEGE. Journal of College Student Personnel, 1971, 12(1), 20-25.

Analysis of questionnaire data suggests that an educational institution can influence student attitudinal changes, particularly toward their academic experiences. More knowledge about the student attitudinal areas that are susceptible to change should help institutions in planning for the kind of impact it wants to achieve. (Author)

(1163) Carlson, Jon, and Mayer, G. Roy. FADING: A BEHAVIORAL PROCEDURE TO INCREASE INDEPENDENT BEHAVIOR. School Counselor, 1971, 18(3), 193-197.

Fading allows counselors to assist children in acquiring, with minimal frustration and errors, independent behavior at an age earlier than previously thought possible. Beginning responsibility training at an early age will enhance the development of the pupil's capacity for self direction and will increase decision making skills. (Author)

(1164) Carlson, Jon, and Pietrofesa, John J. A TRILEVEL GUIDANCE STRUCTURE: AN ANSWER TO OUR APPARENT INEFFECTIVENESS. Elementary School Guidance and Counseling, 1971, 5(3), 190-194.

The overwhelming shortage of trained counselors suggests an approach which makes more effective use of available personnel. A team approach, using a counselor, a guidance worker, and paraprofessionals is described which permits the counselor to do more counseling and consultation, and less guidance and administrative work. (CJ)

(1165) Cassel, Russell N. DEVELOPMENT OF A SEMANTIC DIFFERENTIAL TO ASSESS THE ATTITUDE OF SECONDARY SCHOOL AND COLLEGE STUDENTS. Journal of Experimental Education, 1970, 39(2), 10-14.

The inquiry sought to develop a semantic differential for use in assessing attitude and attitude change among secondary school and college students. Three concepts were used in the study: Teacher, learning, and student. There is evidence of greater homogeneity for past-course concepts than for pre-course concepts used in the evaluation. (Author/BY)

(1166) Cautela, Joseph R. COVERT NEGATIVE REINFORCEMENT. Journal of Behavior Therapy and Experimental Psychiatry, 1970, 1(4), 273-278.

Covert Negative Reinforcement is designed to increase the probability of a response by instructing a subject to imagine an oversive event and to terminate it by imagining the response to be increased. Examples of applications to maladaptive avoidance and approach behaviors are presented. (Author)

(1167) Cerny, Sharon M.; and Others. ROOMMATE COMPATIBILITY IN FRESHMAN WOMEN. Journal of the American College Health Association, 1970, 19(2), 108-110.

Improved techniques in roommate selection are a necessary step to improved educational and psychological development of the student. The instruments described in the present study (the personal habit inventory and the information profile) may provide the combination of factors necessary in predicting assignment of compatible roommates, and may stimulate further research in the form of a study to measure the predictive utility of these measures. (Author)

(1168) Chappelle, Yvonne R. THE BLACK WOMAN ON THE NEGRO COLLEGE CAMPUS. Black Scholar, 1970, 1(34), 36-39.

Coordinator of student life programs at Wilberforce University feels that the majority of females on black college campuses can be a liability to the Black Revolution, and discusses both the need and methods to reverse the matriarchal trend and to encourage black masculine aggressiveness and leadership. (DM)

(1169) Charnofsky, Stanley. COUNSELING FOR POWER. Personnel and Guidance Journal, 1971, 49(5), 351-357.

Being different in America has nurtured a catastrophic sense of despair and powerlessness among the different. Counselors need to function in such a way that formerly degraded and powerless youngsters feel safe and free enough to find and express a personal, human, and uplifting sense of their own worth and power. (Author)

(1170) Chatten, Roger G. TOWARD A SELF DEPRIVATION MODEL OF HUMAN RELATING. Facility: Journal of Professional Counselors Association, 1971, 3(1), 2-6.

Man needs a variety of sensory experiences for normal functioning. The theory explored attempts to demonstrate that conditions exist in which the symptoms of sensory deprivation may occur during times when sensory stimuli are optimal. (Author)

(1171) Chinsky, Jack M., and Rappaport, Julian. ATTITUDE CHANGE IN COLLEGE STUDENTS AND CHRONIC PATIENTS: A DUAL PERSPECTIVE. Journal of Consulting and Clinical Psychology, 1970, 35(3), 388-394.

Assessment was obtained of both initial attitudes and attitude change among college students and chronic patients in a hospital companionship program. At the conclusion of the program, students manifested significantly more favorable attitudes toward patients and less favorable attitudes toward the mental hospital; patients saw the students as more nurturant than they had initially expected. (Author)

(1172) Chisum, James. BEHIND THE BAD BEHAVIOR. American Education, 1970, 6(7), 32-34.

The Elementary Guidance and Psychological Services project of the Memphis public schools, an effort to find children who need help and to see that they receive it, is described. (DB)

(1173) Christensen, Harold T., and Gregg, Christina F. CHANGING SEX NORMS IN AMERICA AND SCANDINAVIA. Journal of Marriage and the Family, 1970, 32(4), 616-627.

As a result of data from a questionnaire on sex behavior, administered to a second group of college students 10 years after the first, it was found that while attitudes toward premarital behavior had liberalized considerably, actual behavior had increased only somewhat or, in American males, not at all. Discrepancy between values and behavior has, thus, declined. (CJ)

(1174) Chrzanowski, Gerard. SEX BEHAVIOR AS A CLUE TO MENTAL DISEASE. Medical Aspects of Human Sexuality, 1971, 5(3), 200-209.

While certain forms of sex behavior may serve as a clue to the existence of mental illness, care must be taken not to view such behavior outside the overall context of a person's particular life situation, since sex behavior is a reflection of the totality of human existence. (Author)

(1175) Clack, Ronald James. ENCOURAGING PARTICIPATION IN GROUP COUNSELING. School Counselor, 1971, 18(4), 286-289.

To encourage continuity in group process, audiotape playback was done of a discussion session on the previous group session, by the counselor and a participant. This proved to be a successful

technique for involving all group members in the group experience. (CJ)

(1176) Cleary, Maryell. WINGSPREAD: WHERE PEOPLE ARE PEOPLE. American Education, 1971, 7(3), 21-24.

Project Wingspread, a program that aims to break down the insulation between Chicago city youngsters and those in the suburbs, is made up of teaching-learning units and field classes in which the students come into direct contact with businesses, industries, religious organizations, and other community institutions. (Author)

(1177) Clement, Paul W. PLEASE, MOTHER I'D RATHER YOU DID IT YOURSELF: TRAINING PARENTS TO TREAT THEIR OWN CHILDREN. Journal of School Health, 1971, 41(2), 65-69.

This article presents advantages gained in having parents act as behavior therapists with their problem children and explores several case studies making use of varied intervention strategies. (CJ)

(1178) Cole, Nancy S.; and Others. A SPATIAL CONFIGURATION OF OCCUPATIONS. Journal of Vocational Behavior, 1971, 1(1), 1-9

The statistical approach used in the present study results in a visual and spatial organization of occupations. This occupational configuration has face validity in that observers usually agree that jobs placed close together are similar in many ways while those far apart are different. (Author/BY)

(1179) Colladay, Stephen. REACTIONARY FRATERNITY LEADERS. Journal of College Student Personnel, 1971, 12(3), 214.

The author argues that though fraternities have a rich tradition in American higher education and continue to have significant support, they must become more responsive to contemporary student concerns and more open to inevitable and rapid change in the field of education. (Author/BY)

(1180) Combs, Charles. THE TREATISE ON "EXISTENTIAL COUNSELING" BY C. G. KEMP. Counseling Psychologist, 1971, 2(3), 42-44.

The author, in agreeing with Kemp's existential counseling, (article in same issue) sees counseling as a way for a person to discover what he ought to do in life, finding out who and what he is. (Author/BY)

(1181) Cook, Barbara. ROLES, LABELS, STEREOTYPES: A COUNSELOR'S CHALLENGE. Journal of National Association of Women Deans and Counselors, 1971, 34(3), 99-105.

The author presents ideas which grope toward a concept of individual indentity, not one steeped in the roles dictated by society. An increased awareness on the part of counselors themselves is advocated. (BY)

(1182) Coombs, Robert H. INHIBITION IN VERBAL SEXUAL COMMUNICATION. Medical Aspects of Human Sexuality, 1971, 5(4), 152-163.

Since talking about sex is difficult, even those with minor sexual problems or no problems at all sometimes go through life wondering about their sexual adequacy. A few well placed questions could in most cases relieve their concerns. (Author)

(1183) Coop, Richard H., and Sigel, Irving E. COGNITIVE STYLE: IMPLICATIONS FOR LEARNING AND INSTRUCTION. Psychology in the Schools, 1971, 8(2), 152-161.

The research on cognitive style suggests that there is tremendous variability in the way in which individuals process information and hence in the manner in which they approach individualized instructional programs. (Author)

(1184) Cooper, Stirling M. THE DECLINE OF AMERICAN EDUCATION. Journal of National Association of College Admissions Counselors, 1971, 15(4), 8.

This report, applicable to all American cities, demonstrates how an environment has been created in the Nation's schools that is hostile to education, and that it is time to seek alernatives to additional millions of dollars to solve people problems. (Author)

(1185) Coppedge, Walter R. WHAT THE WORLD IS COMING TO. Phi Delta Kappan, 1970, 52(2), 75-78.

Offered are generalizations about the militant young and the implications for education and society in the future. (MF)

(1186) Core, Harry M. MENTAL HEALTH CONSULTATION IN A HEAD START PROGRAM. Hospital and Community Psychiatry, 1970, 21(6), 183-185.

An Ohio mental health clinic utilized Head Start as a means of reaching poverty-level families. The staff worked with young children rather than attempt psychotherapy with adults. Teachers improved in their relationship with the children, and many of the children previously classified as maladaptive showed improvement. (DM)

(1187) Corsini, Raymond J. ISSUES IN ENCOUNTER GROUPS. Counseling Psychologist, 1970, 2(2), 28-34.

In response to William Coulson's article in the same issue, author feels that encounter groups are an attempt to "undo the effects of civilization" by artificially helping people to throw off their inhibitions. He feels the groups are a sociological phenomenon reflecting what people want and need, but that as yet they are caught up in hypocrisy and ignorance. (Author/CJ)

(1188) Cosby, Arthur, and Picou, J. Steven. VOCATIONAL EXPECTATIONS OF ADOLESCENTS IN FOUR DEEP SOUTH STATES. Vocational Guidance Quarterly, 1971, 19(3), 177-181.

While both whites and nonwhites have similarly high aspirations, study results show positive linkage between class and community size, and actual expectation. These factors may significantly discourage the development of high level vocational plans of capable adolescents from rural, lower class environments. (CJ)

(1189) Cottingham, Harold. GROUP PROCESS IN COUNSELOR EDUCATION: SOME ISSUES AND CONCERNS. National Catholic Guidance Conference Journal, 1971, 15(3), 167-170.

This article discusses, briefly, three movements influential in bringing group experiences into prominence; the philosophical, administrative, and curricular areas of issue; and the role and relationship of group process relative to the academic community. (Author/CJ)

(1190) Coulson, William R. INSIDE A BASIC ENCOUNTER GROUP. Counseling Psychologist, 1970, 2(2), 1-27.

Filmed accounts of a weekend encounter group explore the manner in which a group coalesces to the point where people talk about feelings rather than "things." A group experience generally leads to a "three stage" development in the lives of

participants: (1) new openness with everyone, (2) crisis phase resulting from trying to change patterns of existence, and (3) lasting learning experience. (CJ)

(1191) Coulson, William R. REJOINDER. Counseling Psychologist, 1970, 2(2), 56-60.

This article is a rejoinder on comments, by several contributers, on an article concerning encounter groups written for this same issue by William Coulson. (CJ)

(1192) Cowen, Emory L.; and Others. INTER-RELATIONS AMONG SCREENING MEASURES FOR EARLY DETECTION OF SCHOOL DYSFUNCTION. Psychology in the Schools, 1971, 8(2), 135-139.

The findings suggest that the AML Behavior Rating Scale is a promising mass screening device for the identification of children who are vulnerable to school failure. (Author)

(1193) Coyle, T. Harrison. STUDENTS EXPECT TEACHERS TO DO MORE THAN TEACH. Journal of College Student Personnel, 1971, 12(1), 61.

The results of this study suggest that it can be helpful to all persons involved in the total educative process if inservice training programs were developed to help all faculty members understand the kinds of problems with which students would like their help and to develop the facility to deal with those problems. (Author)

(1194) Creange Norman C. GROUP COUNSELING FOR UNDERACHIEVING NINTH GRADERS. School Counselor, 1971, 18(4), 279-285.

While not a panacea, group counseling does appear to be an effective tool for increasing the motivation of underachievers. However, it is possible that the attention offered the students, rather than the counseling accounted for their improved behaviors. (CJ)

(1195) Crites, John O. ACQUIESCENCE RESPONSE STYLE AND THE VOCATIONAL DEVELOPMENT INVENTORY. Journal of Vocational Behavior, 1971, 1(2), 189-200.

The possible effects of acquiescence response style upon endorsement of items in the Vocational Development Inventory-Attitude Scale were investigated. It was concluded that responses to the VDI-At are not significantly affected by acquiescence; rather, it was hypothesized that they can be conceptually related to discrimination learning processes. (Author)

(1196) Cross, Herbert J., and Keir, Richard G. DRUG USAGE AND ATTITUDE TOWARD DRUGS AMONG COLLEGE STUDENTS. College Student Survey, 1971, 5(1), 9-15.

Results of the data presented suggest that there is considerable experimentation among college students with illegal drugs, especially marijuana. Their attitudes toward other drugs still seems cautious. Marijuana, however, seems to be accepted and generally positively evaluated. (Author)

(1197) Cross, William C. A CAREER GUIDANCE PROGRAM FOR SMALL RURAL HIGH SCHOOLS. Vocational Guidance Quarterly, 1970, 19(2), 146-150.

Advanced graduate students in counseling, through "circuit riding" services to two rural high schools, raised substantially the number of graduating seniors continuing their education. (Author)

(1198) Crowther, Betty, and Pantleo, Paul M. MARATHON THERAPY AND CHANGES IN ATTITUDE TOWARD TREATMENT AND BEHAVIOR RATINGS. Mental Hygiene, 1971, 55(2), 165-170.

Verbal responses of narcotic addicts undergoing a marathon group experience indicated the experience was perceived as being beneficial to themselves and the treatment program in general; whereas, staff ratings of variables concerned with attitude toward the treatment program and personality revealed no significant differences between the marathon groups, or between the marathon and control groups. (Author)

(1199) Crum, Dwight. IMPLICATIONS FOR PLANNING VOCATIONAL EDUCATION RESOURCES. American Vocational Journal, 1971, 46(4), 26-29.

The author advocates redirecting vocational education from the traditional occupational categories and preparing all persons for all occupations and, especially, becoming responsive to the urgent needs of those with academic, socioeconomic and other handicaps. (Author/BY)

(1200) Cumbie, Calvin A.; and Others. STUDENT RECORDS THEIR COLLECTION, USE AND PROTECTION. Journal of National Association of College Admissions Counselors, 1970, 15(3), 27-28.

The Commission on Student Records and Information was established on October 9, 1969, by the Council of Student Personnel Associations in Higher Education, at its annual meeting in Chicago, Illinois. It was charged with recommending a Council position or course of action pertaining to the institutional responsibilities of collection, protection, and use of information concerning students. The statements and guidelines included in this report are general in nature and are not intended to eliminate the need for each institution to submit its policy statement for review by its legal counsel to insure compliance with separate statutes and with prevailing court decisions. (Author)

(1201) Cunningham, Davis. INVOLVEMENT FOR THE STUDENTS' SAKE. Man/Society/Technology – A Journal of Industrial Arts Education, 1970, 30(2), 59-60.

Discusses ways in which an industrial arts teacher can become involved in guidance functions for the students' sake. (GR)

(1202) Cutright, Phillips. INCOME AND FAMILY EVENTS: GETTING MARRIED. Journal of Marriage and the Family, 1970, 32(4), 628-636.

An examination of data measuring the propensity to marry indicates that neither educational attainment nor occupational status is useful in accounting for differences in the percent of men who remain single. Controlling age, male marriage rates are closely related to income at the time of the marriage. These findings hold for both white and nonwhite men. (Author)

(1203) Dahl, Sandra R. IT TAKES COURAGE TO BE A COUNSELOR. School Counselor, 1971, 18(5), 353-355.

The author believes that the most important strength that counselors need to posses and to communicate to others is courage. (BY)

(1204) Dahl, Sandra R. WHO IS BUILDING THE BRIDGES? Personnel and Guidance Journal, 1971, 49(9), 693-697.

The author suggests areas where counselors, teachers and administrators have failed to be aware of the needs of all groups of students. The role and function of the activist counselor is discussed. (BY)

(1205) Dahlberg, Charles Clay. SEXUAL BEHAVIOR IN THE DRUG CULTURE. Medical Aspects of Human Sexuality, 1971, 5(4), 64-71.

Different drugs act differently on sexual behavior. In general, the group tendency to analyze and act out sexual problems and explore each other's psyche often leads to greater problems requiring professional help. (Author/CJ)

(1206) Dahms, Alan M. A TEACHER-COUNSELOR PROGRAM IN HIGHER EDUCATION. Journal of College Student Personnel, 1971, 12(2), 116-119.

In view of the Report of the Committee on the Student in Higher Education (1968), the Teacher Counselor Program as described in this article offers substantive advantages to students, faculty, administrators, and student personnel professionals. (Author/BY)

(1207) Dalis, Gus T. EFFECT OF PRECISE OBJECTIVES UPON STUDENT ACHIEVEMENT IN HEALTH EDUCATION. Journal of Experimental Education, 1970, 39(2), 20-23.

The purpose of this study was to determine what effect the communication of precise instructional objectives to students has on their learning. Various ways of communicating to students, in writing, that which is to be learned in class were investigated. Results indicate that students receiving, prior to instruction, precise information on what is expected of them showed greater achievement than those who received vague or related information. (Author)

(1208) Dann, Douglas. SOME IMPLICATIONS OF PASS FAIL GRADING FOR THE SCHOOL COUNSELOR. Facility: Journal of Professional Counselors Association, 1971, 3(3), 9-12.

Introduction of a pass fail grading system holds forth the promise of a more enlightened perspective in education. Counselors can make significant contributions to this system if they prepare for those changes with the application of intelligent foresight and prudent planning. (Author)

(1209) Davids, Leo. FOSTER FATHERHOOD: THE UNTAPPED RESOURCE. Family Coordinator, 1971, 20(1), 49-54.

This paper defines and explains foster care as it relates to the foster father and his special problems, attempting to differentiate foster fatherhood from ordinary fatherhood, and to suggest important qualities of the interaction between foster fathers and their professional casework supervisors. Certain data indicate that, despite the unfavorable setting, foster fathers often do take the initiative to achieve a meaningful place in the fostering situation, and they do help socialize the foster boys. (Author)

(1210) Davidson, James F. THE PRESENT DISCONTENTS: ELEVEN PROPOSALS TOWARD CAMPUS REST. Journal of Higher Education, 1970, 41(9), 723-731.

The author presents eleven proposals to help meet the problems of student power and faculty power in current disputes and disturbances in academia. The demands for faculty self rule, combined with student review of teaching ability, professional qualifications, curriculum, grading standards, promotions, tenure, and dismissals must be faced with speedy deliberation. (Author/BY)

(1211) Davis, Herbert; and Others. INCIDENCE AND TYPE OF PSYCHIATRIC DISTURBANCE IN DROPOUTS FROM A STATE UNIVERSITY. Journal of American College Health Association, 1971, 19(4), 241-246.

Major findings were: (1) the later a student drops out the greater the possible incidence of psychiatric disability; (2) there is increase in possible incidence of disability among late dropouts as compared to incidence of similar disability among persisting freshmen; and (3) there are possibilities for early detection and intervention of disability. (Author/CJ)

(1212) Davis, Keith E. SEX ON CAMPUS: IS THERE A REVOLUTION? Medical Aspects of Human Sexuality, 1971, 5(1), 128-142.

While it is clear that important changes in college sexual behavior are occurring, these changes do not justify the term "sexual revolution." Rather, they are related to changes in moral standards that show considerable continuity with the past. (Author)

(1213) Dawson, John B. STUDENT PARTICIPATION IN CAMPUS HEALTH. Journal of American College Health Association, 1971, 9(3), 177.

Present leaders in the field of American college health have made the constructive suggestion that informed students should be available on campus to interest themselves in university health matters. The short article describes a novel and enjoyable way in which this concept was successfully tackled at the State University of New York at Stony Brook. (Author)

(1214) Deardon, Marlin H., and Jekel, James F. A PILOT PROGRAM IN HIGH SCHOOL DRUG EDUCATION UTILIZING NONDIRECTIVE TECHNIQUES AND SENSITIVITY TRAINING. Journal of School Health, 1971, 41(3), 118-124.

Evaluation of the group sessions may lie in the increased openness of the school atmosphere which would encourage a better relationship not only between teacher and student but also between student and student. (CJ)

(1215) DeBlassie, Richard R. THE ELEMENTARY SCHOOL CUMULATIVE RECORD: A CASE STUDY IN MINIATURE. National Catholic Guidance Conference Journal, 1971, 15(2), 146.

The cumulative record represents a potential case study in miniature. If education is to continue verbalizing its concern for the individual student, it can prove this concern by providing a systematic procedure for insuring that the individual does not become an obscure generalization based on averages computed from groups. (Author)

(1216) DeBlassie, Richard R. PERSONALITY DIFFERENCES BETWEEN COLLEGE COUNSELEES AND NONCOUNSELEES: A REVIEW OF THE LITERATURE. Journal of the National Association of Women Deans and Counselors, 1971, 34(2), 88-94.

A review of the literature indicates the following differential personality characteristics between clients and nonclients: (1) nonclients are generally better adjusted, have less anxiety, procrastinate less, and have higher ego strengths than clients; and (2) clients can be characterized by lesser achievement, order, dominance, introversion, and more general anxiety, depression, and vocational insecurity. (Author/BY)

(1217) DeLeo, Lois. SCHOOL, WORK AND MARRIAGE: BREAKING OUT OF THE ROUTINE. New Generation, 1970, 52(3), 29-32.

Describes the writer's efforts to stay in school and the obstacles that intervened by way of marriage and employment to make those attempts futile. (RJ)

(1218) Demain, Cathy, and Dubato, George S. CC--LSD: CAREER CONFERENCE--LET STUDENTS DO IT. Vocational Guidance Quarterly, 1970, 19(2), 141-144.

Students proved they could successfully demonstrate responsibility and ability in planning experiences connected with career conferences at a New York State high school. (CJ)

(1219) Dexter, Gene. SHOULD COUNSELORS BE GRANTED PRIVILEGED COMMUNICATION? Facility: Journal of Professional Counselors' Association, 1971, 3(3), 13-17.

Members of the legal profession are going to be cautious in recommending statutes granting privileged communication to counselors. However, in the opinion of the author, after certain inconsistencies have been cleared up concerning how and where information is distributed, counselors should make efforts to secure the protection of legal authority. (Author)

(1220) Diamant, Louis. PREMARITAL SEXUAL BEHAVIOR, ATTITUDES, AND EMOTIONAL ADJUSTMENT. Journal of Social Psychology, 1970, 82(1), 75-80.

No relationship was found between adjustment and premarital sexual intercourse for either male or female subjects. Low permissiveness scores (Attitude Scales on Sexual Permissiveness and Sexual Behavior Questionnaires) were related to maladjustment in males. (DB)

(1221) Dickason, Donald G. SEEKING TOMORROW'S ENGINEERS. Journal of National Association of College Admissions Counselors, 1971, 15(4), 1-5.

The engineering student recently motivated primarily by the Protestant ethic, is now described as "peer oriented" and "other directed." The recruitment and production of engineers under new circumstances is described. (Author)

(1222) Dies, Robert R. NEED FOR SOCIAL APPROVAL AND BLAME ASSIGNMENT. Journal of Consulting and Clinical Psychology, 1970, 35(3), 311-316.

As predicted, "approval dependent" persons were more likely to rationalize or excuse the "failure" by blaming various experimental factors and/or their partners, but this was always done within the limits of a generalized tendency to seek social acceptance by expressing attitudes complimentary to other persons or situations. (Author)

(1223) Diggles, Mary W. THE CHILD CARE COUNSELOR: NEW THERAPIST IN CHILDREN'S INSTITUTIONS. Child Welfare, 1970, 49(9), 509-513.

In the treatment of children in institutions, the emphasis is shifting from one-to-one therapy to the group living unit as a means of socialization. Such an approach highlights the role of the child care counselor as a primary therapeutic agent. (Author)

(1224) Dilley, James W. SMOKING ON CAMPUS. Journal of American College Health Association, 1971, 19(4), 230-234.

Decision making patterns of college students are, in large measure, responsible for increasing use of tobacco through the undergraduate years. This behavioral information should help health personnel and behavioral researchers to understand risk taking behaviors of young people. (CJ)

(1225) Dinkmeyer, Don. DEVELOPMENTAL COUNSELING: RATIONALE AND RELATIONSHIP. School Counselor, 1971, 18(4), 246-251.

The counseling profession's challenge is to align itself with the goals of education by providing a service which relates closely to the primary objectives of the educational process. (Author)

(1226) Dinkmeyer, Don. GROUP APPROACHES TO UNDERSTANDING AND CHANGING BEHAVIOR. National Catholic Guidance Conference Journal, 1971, 15(3). 164.

The group leader must be cognizant of mechanisms which occur in the group and their affect upon group members and must create a climate which will promote self understanding, growth, and change. (Author)

(1227) Dixon, Theodore R. EXPERIMENTER APPROVAL, SOCIAL DESIRABILITY, AND STATEMENTS OF SELF-REFERENCE. Journal of Consulting and Clinical Psychology, 1970, 35(3), 400-405.

Using Ss high or low on a social desirability scale, a verbal conditioning attempt was made to alter the relative frequency of self-referent statements that were either positive or negative. High social desirability Ss responded to reinforcement by increasing equally the frequency of both positive and negative self-referent statements. Low social desirability Ss did not condition, but continued to make more positive than negative self-references. The high social desirability person is more dependent on the evaluative behavior of others, and for this reason can be manipulated more easily than low social desirability Ss. (Author)

(1228) Donigian, Jeremiah, and Wellington, Arthur M. LEADERSHIP BEHAVIOR OF GUIDANCE DIRECTORS RELATED TO COUNSELORS' EXPECTATIONS. Counselor Education and Supervision, 1971, 10(2), 146-152.

Counselor educators and supervisors of counselors should be concerned about the functions not understood or not performed by directors which the counselors perceived as limiting the effectiveness of the guidance programs. (Author)

(1229) Donk, Leonard J., and Hinkle, John E. PRECOLLEGE ORIENTATION AND LONGITUDINAL CHANGES IN STUDENT ATTITUDES. National Association of Student Personnel Administrators Journal, 1971, 9(4), 264-269.

Longitudinal comparisons between those who attended orientation programs and those who did not indicates that over the time span of the three surveys those differences found in the first two surveys were no longer evident in the third, suggesting that attendance makes no appreciable difference in attitudes or success. (CJ)

(1230) Donogrio, Anthony F. CHILD PSYCHOTHERAPY--HELP OR HINDRANCE? Mental Hygiene, 1970, 54(4), 510-515.

The author discusses the diagnostic pitfalls psychologists encounter in dealing with children and urges a greater understanding of children's problems. Three categories of problems emerge: (1) problems arising from deprivation of basic psychological need; (2) those arising from constitutional and developmental factors; and (3) those arising from minimal neurological damage or dysfunction. He proposes alternatives to child psychotherapy which include working with parents and other significant adults in the child's life. (Author)

(1231) Dougherty, Sarah E. A SCHOOL HEALTH PROGRAM FOR THE CHILDREN OF MIGRANT AND SEASONAL AGRICULTURAL WORKERS: PROGRESS REPORT 1970. Journal of School Health, 1971, 41(3), 115-117.

The scope of the New Jersey program covers physical exams, immunizations, dental services, nutritional services, psychological evaluation, and eye exams. (CJ)

(1232) Doverspike, James E.; and Others. THEMES OF INDIVIDUAL AND GROUP COUNSELING SESSIONS. National Catholic Guidance Conference Journal, 1971, 15(3), 180-182.

Some significant differences were discovered between individual and group sessions and among elementary, junior, and senior high students on three of the four theme classifications: (1) Self; (2) Significant Others, Authority Figures; (3) Significant Others, Peers; and (4) Ideas, Places, Things, and Time Topics. (Author/CJ)

(1233) Drapela, Victor J. MARXIST GUIDANCE: A DIALICTIC LESSON. Personnel and Guidance Journal, 1971, 49(5), 361-368.

Based on primary sources published in the Soviet Bloc, this article compares the stated goals of Marxist guidance with actual outcomes, and identifies the foundations of guidance in the Soviet Bloc in terms of Marxist philosophy and social doctrine. Current symptoms of ideological unrest in socialist society as exemplified by the suppressed reform movement in Czechoslovakia are analyzed. The article draws conclusions applicable to guidance in this country. (Author)

(1234) Dreyfus, Edward A., and Kremenliev, Elva. INNOVATIVE GROUP TECHNIQUES: HANDLE WITH CARE. Personnel and Guidance Journal, 1970, 49(4), 279-282.

The haphazard use of powerful group methods by untrained practitioners who lead a single demonstration or workshop can be dangerous. Such leaders seldom consider the damage that can be done either to the participants themselves or to those interacting with the participants after the workshop is over. (Author)

(1235) Driscoll, Andrea H. A STUDENT VIEW OF CAMPUS DISRUPTION. Journal of National Association of Women Deans and Counselors, 1971, 34(2), 63-66.

In this article the author discussed students' rejection of materialism and their role in a society that provides no function for the adolescent. Amidst campus disorder, the cooperation of administration, faculty, and students during recent strikes is seen as having a positive effect on future understanding and communication. (BY)

(1236) Duncan, Jack A., and Geoffroy, Kevin E. A FACTOR ANALYSIS OF THE ROLE OF THE STATE DIRECTOR OF GUIDANCE SERVICE. Counselor Education and Supervision, 1971, 10(3), 251-260.

Since the results of this study have been extracted from data supplied by a contemporary group of state directors and state supervisors of guidance services, and since roles change with time, this role study cannot be construed to be final or complete. (Author)

(1237) Durie, Mason; Gardner, R. Vance; and Matthews, Carol. J. RELATIONSHIP THERAPY IN VOCATIONAL REHABILITATION. Mental Hygiene, 1971, 55(2), 242-245.

The authors describe a vocational rehabilitation program at Forward House which relies heavily on relationship therapy that concentrates on the patient's problems only as they affect his vocational future. One drawback was the lack of authority of the group leaders, who did not have contact with the patients' families and could not direct the patients' treatment. (Author/BY)

(1238) Dworkin, Edward Paul, and Dworkin, Anita L. THE ACTIVIST COUNSELOR. Personnel and Guidance Journal, 1971, 49(9), 748-753.

If counselors are to listen to the forces for social change with open minds, they must first evaluate their own life styles. Changing oneself necessarily involves engaging in risk taking behaviors, searching for new stimuli, seeking the unfamiliar. (Author)

(1239) Dyer, Wayne W. A GROUP COUNSELING EXPERIMENT WITH CHRONICALLY OBESE STUDENTS. Michigan Personnel and Guidance Journal, 1970, 2(1), 5-10.

The counseling profession needs to re-examine ways of helping those most in need of counseling services in the schools. Group counseling proved successful in helping chronically obese students to actively do something to change the source of their discomfort. (Author/BY)

(1240) Eberlein, Larry, and Park, James. SELF CONCEPT/IDEAL SELF CONCEPT CONGRUENCE AND RATED EFFECTIVENESS OF COUNSELOR TRAINEES. Counselor Education and Supervision, 1971, 10(2), 126-132.

Findings suggest that counselors who are highly congruent may be rigid personalities who see little need for change. In contrast, counselors with high discrepancies have poor self concepts and loftly ideals, both of which are unrealistic. A balance is suggested for persons who desire higher supervisor ratings. (Author)

(1241) Eddy, William B., and Lubin, Bernard. LABORATORY TRAINING AND ENCOUNTER GROUPS. Personnel and Guidance Journal, 1971, 49(8), 625-635.

This article reviews developments in the small group training field, provides a brief historical perspective on group training and working definitions for some of the more frequently mentioned types of small groups and comments on research on professional and ethical issues. Comment by James D. Beck follows. (Author/CJ)

(1242) Edgerton, Harold A.; and Others. THE PERFORMANCE INDEX: A MEASURE OF MATURITY OF YOUNG ADULT MALES. Measurement and Evaluation in Guidance, 1971, 3(4), 213-219.

The Index constructed for use in measuring the social maturity levels of young adult males should be used as a research tool rather than as an operating tool for selection, classification, or counseling until the relationships of its scores to behavioral evidences have been established. (Author)

(1243) Edwards, Funson. STAFFING: A SUGGESTED SOLUTION IN PROBLEM SOLVING. Journal of International Association of Pupil Personnel Workers, 1971, 15(2), 82-84.

Staffing as a process for dealing with pupil problems appears to have some merit in that it provides opportunity for various participants to express points of view; allows freedom for exchange of ideas; and bolsters the theory that "two heads are better than one." (Author)

(1244) Eisenberg, Leon. PRINCIPLES OF DRUG THERAPY IN CHILD PSYCHIATRY WITH SPECIAL REFERENCE TO STIMULANT DRUGS. American Journal of Orthopsychiatry, 1971, 41(3), 371-379.

Properly employed as a single component of a total treatment program, drugs can be helpful in realizing the goal of the healthy development of children. Four problem areas are discussed, and principles for the use of stimulant drugs with children are proposed. (Author)

(1245) Ellsworth, Sterling G. HUMAN LOVE SUPPLIES VS. CHEAP SUBSTITUTES. College Student Survey, 1971, 5(1), 34-37.

The author contends that to treat the cause of bad behavior we must supply the love experiences that have been missed. (Author)

(1246) Elton, Charles F., and Rose, Harriett A. A LONGITUDINAL STUDY OF THE VOCATIONALLY UNDECIDED MALE STUDENT. Journal of Vocational Behavior, 1971, 1(1), 85-92.

Graduating seniors who were vocationally undecided as freshmen were compared to seniors who had persisted in a major or had immigrated to each of the six Holland vocational categories. No differences were found on personality as measured by the American College Test. (Author)

(1247) Elton, Charles F., and Smart, John C. MANY ARE RUSHED, BUT WHO WILL PLEDGE? Journal of College Student Personnel, 1971, 12(3), 204-207.

The findings in this study that pledges, rushees, and independents differ in their Social Spontaneity Factor Scores and Family Income is not unexpected in view of previous results. These data suggest that not only are independents different from pledges but that rushees are also different from independents. (Author)

(1248) Engelhardt, Leah; and Others. THE COUNSELOR AS A CONSULTANT IN ELIMINATING OUT OF SEAT BEHAVIOR. Elementary School Guidance and Counseling, 1971, 5(3), 196-204.

Study results show that investment of time by a counselor in working with a teacher to help reduce disruptive classroom behaviors is time well spent. Not only is the teacher better able to cope with the specific behavior problem of the moment, but she has insights for future handling of classroom problems. (CJ)

(1249) Engle, Kenneth B., and Betz, Robert L. PEER RATINGS REVISITED. Counselor Education and Supervision, 1971, 10(2), 165-169.

The key conclusion is that institute supervisors and institute members have significantly higher positive agreement on who is a good counselor than that found among supervisors and students in a regular education program. (Author)

(1250) Entwistle, N. J., and Wilson, J. D. PERSONALITY, STUDY METHODS AND ACADEMIC PERFORMANCE. Universities Quarterly: Higher Education and Society, 1970, 24(2), 147-156.

A questionnaire measuring four student personality types--stable introvert, unstable introvert, stable extrovert, and unstable extrovert--along with the Eysenck Personality Inventory (Form A) were given to 72 graduate students at Aberdeen University and the results showed recognizable interaction between study methods, motivation and personality type in relation to degree of performance. (Author/IR)

(1251) Evans, Ray B. PARENTAL RELATIONSHIPS AND HOMOSEXUALITY. Medical Aspects of Human Sexuality, 1971, 5(4), 164-177.

Confirmed is Bieber's finding (1962) that childhood parental relationships of homosexual men are less desirable than those of heterosexual men. However, while parental impact on children may be greater than the other way around, child impact on the parent probably determines parental attitudes toward that child. (CJ)

(1252) Evans, Thomas D., and Yanchar, Bonnie J. THE UNIVERSITY'S LAST CHANCE: THE EXIT INTERVIEW. National Association of Student Personnel Administrators Journal, 1971, 8(3), 178-183.

To many students who are in the process of withdrawing, the exit interview is an important and helpful service. It may be the last chance to help or assist the student, and to help him perceive the university as being concerned about him as an individual. Most importantly, the exit interview opens the door for the student to return to college later. (Author)

(1253) Fader, C. G. THREE TIMES THE SKILLS THEIR FATHERS HAD. American Vocational Journal, 1970, 45(7), 62-64.

This article describes the development of a seagoing vocational program for underachievers. (SB)

(1254) Farley, Jennie. GRADUATE WOMEN: CAREER ASPIRATIONS AND DESIRED FAMILY SIZE. American Psychologist, 1970, 25(12), 1099-1100.

The study reported here suggests that the importance a woman attaches to her career may affect the size of family she is planning. Data indicate that career women realize that they cannot have both serious careers and large families. By pursuing a career and using their education, career women will have a desirable side effect on a society that is increasingly concerned about overpopulation. (BY)

Is protest turning to confrontation in your school? See what others are doing about it. Consult the following descriptors:

STUDENT SCHOOL RELATIONSHIP
STUDENT COLLEGE RELATIONSHIP
ACTIVISM
POWER STRUCTURE

(1255) Farley, Jennie. WOMEN GOING BACK TO WORK: PRELIMINARY PROBLEMS. Journal of Employment Counseling, 1970, 7(4), 130-136.

Analysis of 422 applications submitted to an employment agency by married women suggests that some professional women seeking to reenter the labor force lack confidence in presenting themselves in their own names. In this sample, the independent professional was more likely to get a job than was the individual who used her husband's name. (Author)

(1256) Faux, Eugene J. DRUGS, MORALS AND FAMILY RESPONSIBILITIES. Mental Hygiene, 1971, 55(2), 260-263.

This paper relates the three topics of drugs, morals, and family responsibilities to each other and makes some suggestions towards a solution in problematical areas. (Author)

(1257) Feingold, Murray; and Others. SHOULD THERE BE SEX EDUCATION IN THE SCHOOLS? Medical Aspects of Human Sexuality, 1971, 5(1), 11-30.

This section presents the varied viewpoints of nine physicians, from the areas of pediatrics, child psychiatry, student health services, and psychoanalysis, on the controversial issue of sex education in the schools. Opinion is divided, and those who do feel positive toward the question urge extreme caution and reevaluation. (CJ)

(1258) Ferinden, William, Jr., and Van Handel, Donald. ELIMINATION OF SOILING BEHAVIOR IN AN ELEMENTARY SCHOOL CHILD THROUGH THE APPLICATION OF AVERSIVE TECHNIQUES. Journal of School Psychology, 1970, 8(4), 267-269.

This report lends confirmation to the feasibility of employing punishment in modifying or eliminating socially unacceptable behavior, and is another example in which amelioration of symptomology seemed to precede a thorough investigation of etiological factors. (Author)

(1259) Ferinden, William E., and Seaber, Joyce A. ADLERIAN PSYCHOLOGY AS A BASIS FOR GROUP COUNSELING OF SOCIALLY MALADJUSTED STUDENTS. National Catholic Guidance Conference Journal, 1971, 15(2), 106-111.

Study results indicate that the principles of individual psychology can be applied effectively in a group counseling process involving socially maladjusted students. A better acceptance of authority was evident, verbal aggression toward teachers subsided, praise and reward became important, and grades become a method to please teachers as well as to decrease feelings of inadequacy (Author)

(1260) Feshbach, Seymour, and Adelman, Howard S. AN EXPERIMENTAL PROGRAM OF PERSONALIZED CLASSROOM INSTRUCTION IN DISADVANTAGED AREA SCHOOLS. Psychology in the Schools, 1971, 8(2), 114-120.

The authors describe the general conceptualization of personalized instruction that has evolved with the program and suggest some implications for future investigations of the impact of such a personalized program. (Author)

(1261) Fine, Marvin J. SOME QUALIFYING NOTES ON THE DEVELOPMENT AND IMPLEMENTATION OF BEHAVIOR MODIFICATION PROGRAMS. Journal of School Psychology, 1970, 8(4), 301-304.

This article reviews three aspects of program planning in terms of the value issues involved. These include manipulation of both antecedent and consequent events to the behavior, inclusion of the child in program planning, and teacher resistance to the program. (Author)

(1262) Fink, Paul Jay; and Others. SEX AND LONELINESS. Medical Aspects of Human Sexuality, 1971, 5(2), 99-131.

A roundtable of physicians discusses the ways in which lonely people, both men and women, use sexual activity as an outlet for their "need to be needed," usually with unsatisfactory results. (CJ)

(1263) Fischer, Edward H. COLLEGE STUDENTS AS COMPANIONS TO LONG TERM MENTAL HOSPITAL PATIENTS: SOME CONSIDERATIONS. Journal of Consulting and Clinical Psychology, 1970, 35(3), 308-310.

Student volunteers each visited a mental hospital patient one hour a week, for an average of 18 weeks. Students' ratings of certain aspects of patients' appearance and behavior correlated with psychiatric aides' ratings of patients' "contact." But only the behavior ratings correlated significantly with students' liking for the relationship. Students' discouragement in relating to chronic patients might be lessened if experienced students were assigned to them and if periods of companionship were shortened. (Author)

(1264) Fischer, John H. WHO NEEDS SCHOOLS? Saturday Review, 1970, 53(38), 78-79, 90-91.

Various educational problems are discussed, one of which is the pressing need to attend to the individual needs of each student. (CK)

(1265) Fischer, Robert J., and Wass, Hannelore. WHAT PRICE EXCELLENCE? College Student Survey, 1970, 4(3), 89-92.

This article discusses, through the use of three case studies, the possible problems caused by pressure placed on high achievers to excell academically. Perhaps the maximization of academic achievement may well be accomplished at some crucial personal or social cost for the individual (Author/KJ)

(1266) Fisher, Stanley. DROPOUTS DROP BACK IN AT DEKALB. Nation's Schools, 1970, 86(2), 38-40.

Students with problems that prevent their succeeding in a traditional school get their chance to continue their education at the DeKalb County Open Campus High School in Clarkston, Georgia. Day and night classes are offered to students over 16, who are free to come and go as they choose when not in class. (Author/DE)

(1267) Fleming, Elyse S., and Anttonen, Ralph G. TEACHER EXPECTANCY OR MY FAIR LADY. American Educational Research Journal, 1971, 8(2), 241-252.

The effects of teacher expectancy on changes in intelligence, controlling for differences in sex socioeconomic status and teacher opinion about standardized tests, were examined. Significant differences were found between teacher opinion, socioeconomic status, for the interaction and between the sexes. (Author)

(1268) Fletcher, Frank M. THE COUNSELOR OF THE FUTURE. Journal of Employment Counseling, 1971, 8(1), 43-47.

The concept of the counselor of the future as viewed by this author is not just one person, but the sum responsibilities and characteristics of several kinds of counselors and counseling approaches. (Author/BY)

(1269) Fodor, John T., and Glass, L. H. CURRICULUM DEVELOPMENT AND IMPLEMENTATION OF SMOKING RESEARCH: A LONGITUDINAL STUDY. Journal of School Health, 1971, 41(4), 199-202.

During the four year period of the contract, extensive clinical tests were completed which indicated significant immediate effects of cigarette smoking on healthy young males and females. Significant differences between smokers and nonsmokers were observed in terms of knowledge, attitudes, and practices. (Author)

(1270) Fort, Joel. SEX AND YOUTH: NORMAL, HIPPIE, RADICAL, AND HELL'S ANGEL. Medical Aspects of Human Sexuality, 1971, 5(2), 18-29.

The various youth cultures are described in regard to their sexual attitudes and behaviors. Publicity given to the minority cultures through the media has falsely led the public to believe their behaviors are typical. (CJ)

(1271) Fox, Carol Lynne. PUBLIC RELATIONS: A PROFESSIONAL RESPONSIBILITY. Facility: Journal of Professional Counselors Association, 1971, 3(1), 9-12.

A public relations program for guidance services must be honest, continuous, positive, comprehensive, sensitive to the public's concern, and presented in nontechnical terms. A counselor has professional responsibility to convey his competencies and character of guidance services to the public through a public relations role. The school counselor is a professional who sees himself as the vital link in the school's public relations program. (Author)

(1272) Fox, Robert, and Owen, Kent. NEW DIRECTIONS FOR HEALTH EDUCATION THROUGH INSTRUCTIONAL TELEVISION. Journal of School Health, 1971, 41(4), 188-190.

The emergence of instructional television as an important and progressive force in the schools does indeed signal the advent

of a new strategy in school health education. The National Instructional Television Center has begun the planning and development that should lead to a major television project in health education. (Author)

(1273) Frankel, Allen. THE USES AND ABUSES OF STATUS IN TEACHER STUDENT RELATIONSHIPS. Rehabilitation Counseling Bulletin, 1970, 14(2), 95-100.

Teacher student interactions are described within the context of role perceptions and social psychology. The effects of status differential and its pervasive effects are discussed with recommendations for constructive changes. (Author)

(1274) Fransen, Forest J., and Landholm, Joanne. CHANGING BEHAVIOR BY PERSONALIZING LEARNING. Journal of School Health, 1971, 41(2), 70-73.

The use of group discussions, somewhat structured at first, to help youngsters know themselves and one another, is described by a school nurse and principal who helped establish such a program in a Denver school. (CJ)

(1275) Frantz, Thomas T. STUDENT AND NON STUDENT CHANGE. Journal of College Student Personnel, 1971, 12(1), 49-53.

Based on the data, young adults regardless of college attended seem to change more in the social area than any other area and they change in the direction of becoming more gregarious. Least change occurs in the degree of traditional beliefs, conformity, domestic habits, and fiscal policies engaged in by young adults. The major conclusion is that on the dimensions studied, college seniors did not change differently in either nature or extent from noncollege young adults. (Author)

(1276) Fredrickson, Ronald H., and Fonda, Thomas. COLLEGE ADMISSIONS ASSISTANCE BY SECONDARY SCHOOL COUNSELORS. Personnel and Guidance Journal, 1971, 49(5), 383-389.

Information collected over a three year period concerned the timing of various student decisions about college admission, sources of information, and reactions to the assistance provided by high school counselors. Entering freshmen perceived the counselor as being a helpful source of specific information, but having little effect on their decisions to continue in higher education. (Author)

(1277) Friendlander, Frank. THE PRIMACY OF TRUST AS A FACILITATOR OF FURTHER GROUP ACCOMPLISHMENT. Journal of Applied Behavioral Science, 1970, 6(4), 387-400.

The longitudinal study reported in this article focuses directly upon Gibb's (1964) model. The impact of initial high and low levels of trust upon later group accomplishment is explored in two sets of groups: one set which participated in organizational training laboratories, and one which did not. Results indicate that prelaboratory trust is a key predictor of eventual group accomplishment, although trust itself did not increase as a result of an isolated laboratory training experience. (Author)

(1278) Fromhart, Michael V. CHARACTERISTICS OF MALE HOMOSEXUAL COLLEGE STUDENTS. Journal of American College Health Association, 1971, 19(4), 247-252.

A limited comparative study of undergraduate homosexual males and control males were compared on referral source, therapy referral, academic interest and achievement, ordinal position, perceived relationship with parents, and personality adjustment as measured by the MMPI. Several differences were found and implications for treatment were explored. (Author)

(1279) Fujita, Byron N.; and Others. THE EFFECTS OF AN INTERVIEW ON ATTITUDES AND BEHAVIOR. Journal of Sex Research, 1971, 7(2), 138-152.

An attempt to clarify the possibility of interview effect on sexual information and behavior indicated that the effect on attitudes showed a tendency on the part of the participant toward greater reflection, while the effect on behavior was negligible. (Author/BY)

(1280) Gage, Robert W. DEVELOPING A HEALTH PROGRAM FOR THE COMMUNITY COLLEGE. Journal of American College Health Association, 1971, 19(3), 152-158.

In the interest of itself, students, and the community, each college should develop a health program which defines the health needs of students, faculty, and staff and which makes a genuine attempt to meet these needs. This article presents a model which emphasizes not the direct provision of medical care but the assurance that those in need of care will be recognized and resources made available to them. (Author/BY)

(1281) Gagnon, J. Aurele. AN ANALYSIS OF STUDENT LIFE DEVELOPMENTS IN QUEBEC: IMPLICATIONS FOR OTHER CANADIAN UNIVERSITIES. Journal of Council of Associations of University Student Personnel Services, 1970, 5(2), 7-21.

This extensive article discusses: (1) the role of the Canadian government in relation to student affairs; (2) student values as they relate to student life; (3) possible future directions of student life; and (4) some guiding principles for financing the college experience. (CJ)

(1282) Gamsky, Neal Richard, and Lloyd, Faye W. RELATIONSHIP OF CLASSROOM BEHAVIOR TO VISUAL PERCEPTUAL DEFICIENCIES. Psychology in the Schools, 1971, 8(1), 60-61.

The purpose of this study was to determine whether children with perceptual learning difficulties also exhibit poor classroom adjustment. There is evidence that kindergarten children with visual perceptual difficulties are rated by their teachers as maladjusted in the classroom. (Author)

(1283) Gardner, Joann. SEXIST COUNSELING MUST STOP. Personnel and Guidance Journal, 1971, 49(9), 705-714.

The author discusses goals of today's feminist movement. She concludes that to be truly helping persons for today's females, counselors must take courses in consciousness-raising groups, and pursue internships supervised by feminists. (Author/BY)

(1284) Gartner, Mike. THE SILENT GENERATION MEETS THE CLASS OF 1970. Saturday Review, 1970, 53(33), 52.

A college graduate of 1960 discusses the great differences between the students of his graduation class and those of the class of 1970. (CK)

(1285) Gaudet, Irby J., and Moon, Harold W. EFFECTS OF DIFFERENTIAL FEEDBACK ON OPINIONS OF AND RESPONSES TO INTELLIGENCE TESTS. Journal of Consulting and Clinical Psychology, 1970, 35(3), 376-380.

College Ss were twice administered both an IQ test and a test opinion scale in counterbalanced orders. The Ss received differential feedback before the second administration. Feedback significantly affected subsequent retest IQ test scores and opinion scale scores. It was concluded that when the

testing is viewed as a complex interaction of stimuli, S, and situational variables, the variables investigated can systematically and significantly affect the performance of the examinee. (Author)

(1286) Gazda, G. M.; and Others. PROFESSIONAL ISSUES IN GROUP WORK. Personnel and Guidance Journal, 1971, 49(8), 637-642.

A questionnaire surveyed unethical behavior in group work, and the respondents' recommendations for dealing with it. Data are analyzed and related to the problem of ethics for group practices. (CJ)

(1287) Geiger, Louis G., and Geiger, Helen M. THE REVOLT AGAINST EXCELLENCE. American Association of University Professors Bulletin, 1970, 56(3), 297-301.

State and community colleges should widen their admissions and remedial policies to admit the deprived minority, rather than force the lowering of academic standards of intellectually excellent institutions and deprive the eminent scholars and students of the stimulating educational experience they need. (IR)

(1288) Geisler, John, and Gillingham, William. THE EFFECTS OF A PERSONAL GROWTH GROUP EXPERIENCE. National Catholic Guidance Conference Journal, 1971, 15(3), 183-186.

From the data, it was concluded that the group experience facilitated personal growth for almost all participants and could be a valuable learning experience for anyone entering a helping profession. (Author)

(1289) Gelinas, Mary V. CLASSROOM DRUG SCENE. American Education, 1970, 6(9), 3-5.

Drug education workshops designed to prepare participating educators to handle situations that they might encounter in their schools are described. (Author/BY)

(1290) Gendel, Evalyn S., and Green, Pauline B. SEX EDUCATION CONTROVERSY: A BOOST TO NEW AND BETTER PROGRAMS. Journal of School Health, 1971, 41(1), 24-28.

The results of a survey of "sex education" programs in Kansas indicate that, despite the current controversy over this topic, there are increasing numbers of school districts in the process of initiating, developing or expanding programs of human growth and development, family life and "sex education." (Author)

(1291) Geoffroy, Kevin E., and Duncan, Jack A. A FACTOR ANALYSIS OF THE ROLE OF THE STATE SUPERVISOR OF GUIDANCE SERVICES. Counselor Education and Supervision, 1971, 10(2), 138-145.

Since this is the only factor study conducted to date on the role of the State Supervisor of Guidances, it should serve as a foundation for similar future studies. (Author)

(1292) George, Rickey L. RESIDENT OR COMMUTER: A STUDY OF PERSONALITY DIFFERENCES. Journal of College Student Personnel, 1971, 12(3), 216-219.

The data suggest that the family's socioeconomic status is significantly related to the decision to be a resident student or a commuting student. Also, the two groups do seem to have different manifest personality needs, especially when socioeconomic factors are taken into consideration. (Author)

(1293) Goldstein, Harold. AMERICA'S MANPOWER NEEDS FOR THE SEVENTIES: CLUES TO THE TASKS AHEAD FOR VOCATIONAL EDUCATION. American Vocational Journal, 1971, 46(4), 18-25.

This article summarizes the main findings of the latest research by the Bureau of Labor Statistics. This study should be of interest to those in the field of vocational education. (Author/BY)

(1294) Golias, George A. AN ADOLESCENT REHABILITATION PROGRAM. Journal of Applied Rehabilitation Counseling, 1970, 1(3), 31-35.

The current project was designed to test the value of a learning theory oriented program in rehabilitating psychotic adolescents through application of behavior modification techniques. The program, an application of reinforcement and interference techniques based on learning theory, has been judged highly successful with this specific sample population as evidenced by the discharge statistics. (Author/BY)

(1295) Good, Thomas L., and Brophy, Jere E. THE SELF-FULFILLING PROPHECY. Today's Education, 1971, 60(4), 52-53.

Research done in four first grade classrooms led the authors to conclude that teachers' expectations can affect their behavior and that their behavior will in turn affect the children by communicating these expectations to them. The teachers in each classroom ranked their students in order of achievement; six students ranked high and six students ranked low were observed to discover if the teacher treated them differently in ways that were predictable from the self-fulfilling prophecy hypothesis. The findings clearly were consistent with the hypothesis. The authors also identified desirable teacher attitudes and expectations. (Author/CG)

(1296) Goodale, Thomas, and Sandeen, Arthur. THE TRANSFER STUDENT: A RESEARCH REPORT. National Association of Student Personnel Administrators Journal, 1971, 9(40, 248-262.

This report focuses on the following aspects of transfer student concerns; articulation problems; social adjustment problems; and educational and occupational aspirations. Descriptions of some existing programs are presented and suggestions for locally initiated action research are cited. (CJ)

(1297) Goodman, Lillian. CITIZEN POWER: TUTORING FOR CREDIT. American Education, 1971, 7(3), 26-27.

The author describes a student-created effort to gain volunteers, selected on the basis of attitude and sense of responsibility, for tutoring younger students. (BY)

(1298) Goodman, Richard K. A SELECTIVE SERVICE PRIMER FOR COUNSELORS. Personnel and Guidance Journal, 1970, 49(4), 292-297.

This article summarizes the major provisions of the draft law as they pertain to the new registrant, explains the importance of the registrant's being as cognizant as possible of his rights and obligations under the law, and describes how a counselor may help a young man obtain all the benefits to which he is entitled. (Author)

(1299) Goodrich, Andrew L. THE NOW FACULTY AND THE NEW STUDENT. Junior College Journal, 1971, 41(8), 26-29.

The Now faculty must acquire a working awareness and a new respect for the educational and cultural differences of the new student and his community. (Author)

(1300) Goodstein, Leonard D. SOME ISSUES INVOLVED IN

INTENSIVE GROUP EXPERIENCES. Counseling Psychologist, 1970, 2(2), 50-55.

In response to article by William Coulson in this issue, the author explores the possibility of a T group with a specific group focus rather than one which seeks to explore individual behaviors. He feels differences of opinion regarding the use of groups is a step toward understanding how best to proceed in the future. (CJ)

(1301) Goodwin, David. I'M PART OF MY OWN EDUCATION. New Generation, 1970, 52(3), 13-16.

A black student from a middle class family recounts his experiences before and after attending a community high school. (RJ)

(1302) Gordon, Edmund W. PERSPECTIVES ON COUNSELING AND OTHER APPROACHES TO GUIDED BEHAVIOR CHANGE. Counseling Psychologist, 1970, 2(2), 105-114.

There is an increasing need for "helping persons" to manipulate the environments in which individuals function as a means of altering behaviors. Since man responds to his environments, a certain amount of tension must exist so that the relationship between man and his world does not become static, thereby preventing change. (CJ)

(1303) Gordon, Kenneth W. DUE PROCESS: A SWING TOWARD STUDENT RIGHTS. Journal of College Student Personnel, 1971, 12(2), 95-101.

Just as the courts are compelled to uphold welfare of the individual, colleges should be and must be equally anxious to protect these rights. The article contends that the legal basis for reform is that a student enjoying the privilege of a university education should not lose his rights as a citizen. (Author/BY)

(1304) Gordon, Myron, and Liberman, Norman. GROUP PSYCHOTHERAPY: BEING AND BECOMING. Personnel and Guidance Journal, 1971, 49(8), 611-618.

This basic model of group therapy highlights marked differences from individual therapy and illustrates the complexity of treatment planning. An attempt at enriching and integrating group methods gives rise to Theme-Centered Interactional Therapy, the advantages of which are discussed. Comment by Milton Schwebel follows. (Author)

(1305) Goslin, David A. ETHICAL AND LEGAL ASPECTS OF SCHOOL RECORD KEEPING. Bulletin of National Association of Secondary School Principals, 1971, 55 (355), 119-126.

The implications of the Russell Sage Foundation report issuing guidelines for school record keeping are discussed. The report emphasized the importance of protecting the right of privacy. The author feels that the issues raised by the Russell Sage Foundation report take on an importance far greater than how frequently current record-keeping practices actually jeopardize the privacy of students or their families. More important is the question of whether school systems will be willing to lift the secrecy that currently surrounds many of their activities and permit students and parents to act as partners in the educational enterprise. (Author/CG)

(1306) Gott, Charles. NONACTIVISTS: WHAT ARE THEIR POLITICAL AND SOCIAL VALUES? Journal of College Placement, 1971, 31(3), 37-44.

In a survey of 323 recent college graduates employed by the Army Materiel Command, some attitudes about current America arising from the study may lend a new perspective to the ideas about the highly charged campus atmosphere, its students, and how their beliefs are adjusted when they enter the work world. (Author)

(1307) Gozali, Joav, and Gozali, Harriet. REFLECTION ON THE GENERATION GAP: YOUTH AND ADULT VIEWS OF IMPORTANT PERSONS. College Student Survey, 1970, 4(3), 65-67.

The results of this study show that both groups identified most of the same people, although they ranked them differently as to their importance. (Author/KJ)

(1308) Graff, Robert W.; and Others. THE POI: A VALIDITY CHECK. Educational and Psychological Measurements, 1970, 30(2), 429-432.

Several of the POI variables were found to predict the effectiveness of dormitory assistants when using students' ratings as a criterion measure. (DG)

(1309) Gray, Ted W. THE TEENAGE PARENT: AN EDUCATIONAL AND SOCIAL CRISIS. Phi Delta Kappan, 1970, 52(2), 113-114.

Outlined are some school district programs which continue the educational program of unmarried pregnant students. (Author)

(1310) Green, Donald. NEW YARDSTICKS FOR YOUTH. New Generation, 1970, 52(3), 46-49.

This article explains why the young have to give their parents new yardsticks by which the latter can measure their childrens maturity and come to understand their moral concerns and convictions. (RJ)

(1311) Greenfeld, Norman, and Finkelstein, Elsie L. A COMPARISON OF THE CHARACTERISTICS OF JUNIOR HIGH SCHOOL STUDENTS. Journal of Genetic Psychology, 1970, 117(1), 37-50.

This study compared some personal-social characteristics of a sample (250 Ss) of junior high school students which was studied in 1930-1935 with a somewhat similar sample (211 Ss) of students at the same school today. Results indicate significant change in overall personal-social characteristics of the children in these two samples. (Author/WY)

(1312) Greenhaus, Jeffrey H. SELF ESTEEM AS AN INFLUENCE ON OCCUPATIONAL CHOICE AND OCCUPATIONAL SATISFACTION. Journal of Vocational Behavior, 1971, 1(1), 75-83.

The purpose of the present study was to investigate the role of self esteem in occupational choice behavior. It was tentatively concluded that high self esteem persons tend to look at their own needs and relevant attributes in determining the satisfaction with their occupational choice, whereas low self esteem persons look more toward external cues. (Author)

(1313) Grieger, Russell N. II; and Others. GENERAL GUIDELINES FOR CONDUCTING BEHAVIOR MODIFICATION PROGRAMS IN PUBLIC SCHOOL SETTINGS. Journal of School Psychology, 1970, 8(4), 259-264.

Discussion focuses on initial introduction of procedures to teachers, relation of teacher personality variables to technique selection, factors to consider when evaluating children for modification, and suggestions for continued participation and withdrawal of the psychologist as an active agent in such programs. (Author)

(1314) Gronert, Richard R. COMBINING A BEHAVIORAL APPROACH WITH REALITY THERAPY. Elementary School Guidance and Counseling, 1970, 5(2), 104-112.

Two comprehensive case studies present the careful use of a "Time Out" approach to behavior modification with elementary school students. These sessions should be undertaken only under

supervision of the school psychologist since a "Time Out" can produce damaging psychological effects if used indiscriminately. (CJ)

(1315) Grubb, Richard D. THE RELATIONSHIP BETWEEN REPORTED ADJUSTMENT AND DISPARITIES BETWEEN MENTAL AGE AND EDUCATIONAL GRADE PLACEMENT IN ELEMENTARY SCHOOL CHILDREN. Psychology in the Schools, 1971, 8(2), 110-114.

The results of this study are taken to suggest that increased emphasis on mental age in grade placement practices might benefit a child in terms of emotional adjustment, especially in the case of the child whose current grade placement is greater than his mental age. (Author)

(1316) Guendling, Joanne. THE COLLEGE HEALTH NURSE: ROLE, ATTITUDES, WORKING CONDITIONS, 1970. Journal of American College Health Association, 1971, 19(4), 211-216.

A questionnaire survey elicited responses from nurses in college health services which indicate confusion and contradictions in the nurse function and attitudes. Hopefully, future projections will be clarified through knowledge of present status of college nurses. (CJ)

(1317) Gunnings, Thomas S. COUNSELORS AND CONFIDENTIALITY. School Counselor, 1971, 18(3), 153-156.

The one definite way to insure confidentiality is to insist that no information be passed on to any one without the written permission from the student involved. The responsibility of any counselor should be only to his client. The counselor cannot act as an arm of the administration without sacrificing his effectiveness. (Author)

(1318) Gunnings, Thomas S. RESPONSE TO CRITICS OR ROBERT L. WILLIAMS. Counseling Psychologist, 1971, 2(3), 73-77.

The author stands with other writers who would drastically revamp testing programs or eliminate tests completely for Black students on grounds of cultural discrimination. (BY)

(1319) Gust, Tim. NDEA INSTITUTE ENROLLEES: TWO AND FOUR YEARS LATER. College of Education Record (University of North Dakota), 1970, 55(5), 123-128.

A follow-up study was made of NDEA Counseling and Guidance Institute participants to obtain information on their professional development, their job mobility, and their perceptions of their graduate preparation. (DM)

(1320) Guttman, M. A. Julius; and Others. CLIENT TRAINING PRIOR TO COUNSELING. Canadian Counselor, 1971, 5(3), 9-14.

The findings suggest that Ss who were instructed in a pretraining model to express feelings did so more accurately than either the group that saw a counselor in an initial interview or the control group. The pretraining design might be employed to teach clients to discriminate between appropriate and inappropriate behaviors in the counseling interview. (Author)

(1321) Gysbergs, Norman C., and Moore, Earl J. MEDIA IN CAREER DEVELOPMENT. Educational Technology, 1971, 11(3), 17-17.

The development of sound school-based career exploration programs at all levels requires an understanding of the learner and knowledge of how to structure and transport the materials to be learned most effectively. Required will be an instructional model which delineates the necessary types of learning, indicates appropriate instructional processes, and takes into account characteristics of learners. (Author)

(1322) Habermans, Jurgen. THE PRIORITIES OF RADICAL REFORM. Change in Higher Education, 1970, 2(4), 29-34.

The protest movement today has altered all conflicts and discussions, so that difficulties that formerly were considered private matters (such as conflicts between student and teacher, worker and employer) now claim political significance, to be justified with political concepts. (Author)

(1323) Hadden, Samuel B. GROUP THERAPY FOR HOMOSEXUALS. Medical Aspects of Human Sexuality, 1971, 5(1), 116-126.

Treatment of homosexuals in groups helps to break down their rationalizations and provides mutual support in attempting to change their sexual patterns. (Author)

(1324) Hager, Paul C., and Elton, Charles F. THE VOCATIONAL INTERESTS OF BLACK MALES. Journal of Vocational Behavior, 1971, 1(2), 153-158.

The Strong Vocational Interest Blank was administered to all incoming freshmen at Berea College. Black freshmen males were found to differ significantly from white males on a bipolar factor of interest in social service vs. interest in the physical sciences. (Author)

(1325) Hakel, Milton D.; and Others. RELATIVE INFLUENCE OF PRESTIGE AS A DETERMINER OF INTELLIGENCE JUDGMENTS FOR OCCUPATIONS. Journal of Vocational Behavior, 1971, 1(1), 69-74.

A forced choice test was constructed to determine how well students could discriminate between occupations on the basis of the average intelligence of the members of the various occupational groups. Accuracy at identifying the occupation with the higher average intelligence was significantly worse than chance, because subjects relied exclusively on prestige to make their choices. (Author)

(1326) Hallberg, Edmond C., and Kirk, Henry P. BEYOND THE COCURRICULUM. National Association of Student Personnel Administrators Journal, 1971, 8(3), 197-200.

As the relationship between student and academia changes, the need grows for more active participation by the student not only in the educational process but also in the world beyond the classroom. The wish to make education "relevant" to the social scene is equal to the need to put education to use in the social context. (CJ)

(1327) Halleck, Seymour L. THERAPY IS THE HANDMAIDEN OF THE STATUS QUO. Psychology Today, 1971, 4(11), 30-34, 98-100.

Psychotherapy cannot be neutral, ethically or politically. It is an act of intervention whether it helps the patient accommodate to the social system or seeks to change that system to improve the patient's life. Psychotherapists must face the political facts of life and would do well to embrace opportunities to act. (Author)

(1328) Halliwell, Joseph W.; and Others. EFFECTS OF COUNSELING ON ATTITUDES AND GRADES WITH INTERMEDIATE GRADE PUPILS DESIGNATED AS HAVING POOR ATTITUDES. Elementary School Guidance and Counseling, 1970, 5(2), 113-121.

Findings of this three year study with a limited sample indicate

no significant differences between counseled and control boys, but positive changes for counseled girls. No differences were found between counseled and control groups of either sex regarding grades. Suggestions are offered for changes in design of possible future studies in this area. (CJ)

(1329) Hamann, John B., and Lipsky, James A. COUNSELORS AND COUNSELOR EDUCATORS EXCHANGE ROLES. Personnel and Guidance Journal, 1971, 49(6), 467-468.

The authors describe a program in which counselors and counselor educators exchange positions and responsibilities in an effort to increase their effectiveness and the amount of interaction between the two. (BY)

(1330) Hamilton, Jack A., and Bergland, Bruce William. INTERACTIVE RELATIONSHIPS AMONG STUDENT CHARACTERISTICS AND GROUP COUNSELING METHODS. Psychology in the Schools, 1971, 8(1), 50-55.

This article suggests a number of ways to improve field research on interactions among student characteristics and group counseling techniques. A greater variety of research strategies is urged to create and field test specific counseling treatments for particular students. (Author)

(1331) Hamilton, Jack A., and Webster, William J. OCCUPATIONAL INFORMATION AND THE SCHOOL CURRICULUM. Vocational Guidance Quarterly, 1971, 19(3), 215-219.

Occupational information is an integral part of the PLAN curriculum through which the student learns about occupations by active participation in the occupational education portion of the social studies and language arts program. As a result, he sets realistic goals and modifies plans on the basis of reactions to concrete, career relevant situations. (Author/CJ)

(1332) Hammill, Donald, and Wiederholt, J. Lee. APPROPRIATENESS OF THE METROPOLITAN TESTS IN AN ECONOMICALLY DEPRIVED, URBAN NEIGHBORHOOD. Psychology in the Schools, 1971, 8(1), 49-50.

The appropriateness of the Metropolitan Achievement Tests for economically deprived urban children was the subject of this article. It was concluded that due to item difficulty other tests should be considered. (Author/BY)

(1333) Hannah, William. PERSONALITY DIFFERENTIALS BETWEEN LOWER DIVISION DROPOUTS AND STAY INS. Journal of College Student Personnel, 1971, 12(1), 16-19.

This study adds credence to the findings of others that leavers are less settled personalities who think deeply, act on feelings rather than on measured consequences, are anxious about their environment and about themselves, sense a need for independence, and seek ways to test that need. (Author)

(1334) Hansen, Al, and Cady, Daniel J. COMMUNITY SCHOOL CONCEPT. Journal of International Association of Pupil Personnel Workers, 1971, 15(1), 7-10.

The Community School Concept demonstrates that public institutions can be (1) compassionate without coddling, (2) charitable without condescending, and (3) responsive to human needs without robbing the recipient of self respect. (Author)

(1335) Harcleroad, Fred F. EDUCATION IN TOMORROW'S WORLD. Journal of the National Association of College Adminissions Counselors, 1970, 15(3), 21-23.

This article discusses the future role of education in society, as well as the role of society and government in education. More open enrollment is seen as a blessing requiring new concepts of teaching, counseling and financing. (CJ)

(1336) Haring, Norris G.; and Others. PROGRAMS AND PROJECTS: INTERVENTION IN EARLY CHILDHOOD. Educational Technology, 1971, 11(2), 52-60.

This article extensively discusses programs in general, and then gives specific procedures for in-class behavior modification among young children. It concludes that programs of this kind which consistently employ the principles and procedures of behavior modification can effect significant changes in the social, verbal, and other preacademic responses of a variety of handicapped children. (Author/CJ)

(1337) Harman, Robert L. NONVERBAL BEHAVIOR IN COUNSELING. School Counselor, 1971, 18(3), 189-192.

Nonverbal behavior is used to communicate feelings, likings, and preferences. Practicing counselors could probably be more helpful to their clients if they would become more efficient in the interpretation of nonverbal behavior. (Author)

(1338) Harmon, Lenore W. THE CHILDHOOD AND ADOLESCENT CAREER PLANS OF COLLEGE WOMEN. Journal of Vocational Behavior, 1971, 1(1), 45-56.

In 1968, 1,188 freshmen women were asked to report, retrospectively, which of 135 occupational titles they had ever considered as careers. A restricted range of occupations was considered early in life. While occupations preferred early were popular, not all early preferences persisted. Typically feminine occupations were the most persistent preferences of this group. (Author)

(1339) Harris, E. Edward. WHAT'S AHEAD FOR DE? American Vocational Journal, 1971, 46(1), 53-55.

Distributive educators face a major challenge which must be met to serve the needs of students and communities on local, state, and national levels. Congress has provided the needed thrust with the passage of the Vocational Educational Amendments of 1968. (Author)

(1340) Harris, Edward E. CONSISTENCY OF GROUP INFLUENCE AND COLLEGE ATTENDANCE. College Student Survey, 1970, 4(3), 72-75.

The results of the study on consistency of group influence and college attendance showed that the family and other relatives consistently ranked first as that group which was associated with the decision to attend college. (Author/KJ)

(1341) Harris, Eileen M. A MEASUREMENT OF ALIENATION IN COLLEGE STUDENT MARIJUANA USERS AND NONUSERS. Journal of School Health, 1971, 41(3), 130-133.

Some study results are: (1) users are more alienated than nonusers; (2) alienation and drug use have increased over the past decade; (3) users tend to be male upper classmen from higher socioeconomic and educational levels; and (4) the most alienated tend to be black female users from lower socioeconomic broken homes. (CJ)

(1342) Hartnett, John J. GROUP RISK TAKING AND CONSTITUENCY POWER. Journal of Psychology, 1971, 77(22), 273-278.

This study represented an attempt to determine the effects of constituents on group risk taking. The only condition to demonstrate a "shift" from individual to group decisions was that condition where subjects were told constituents had the power to overthrow them. This condition showed a significant cautious shift. (Author)

(1343) Harvey, William. COLLEGE STUDENTS TODAY: EXTREMISTS OR ACTIVISTS? Phi Delta Kappan, 1970, 52(2), 84-85.

A student who is also an administrative assistant offers his analysis of the ideals that are agitating students. (Author)

(1344) Havens, Joseph. BEYOND THE CLINICAL COCOON: COMMUNITY MENTAL HEALTH IN THE UNIVERSITY. Journal of American College Health Association, 1970, 19(2), 101-104.

Much student discontent stems from the chaos, impersonality, and frenetic pace of the university bureaucracy. Mental health professionals have an important and legitimate role to play in overcoming these conditions and in helping to humanize the university. But such a role entails a radical reassignment of priorities and a new image, especially self image, of our place in the educational enterprise. (Author)

(1345) Hawkins, Robert P. UNIVERSAL PARENTHOOD TRAINING: A LABORATORY APPROACH TO TEACHING CHILD REARING SKILLS TO EVERY PARENT. Educational Technology, 1971, 11(2), 28-31.

A course in child rearing should answer questions such as: (1) what are children like; (2) what behavior should I develop in my future child; and (3) how can I develop these behavior? Recommended are courses in child development, reading, and a monitored laboratory experience with children (most likely in a nursery school). (Author/CJ)

(1346) Hay, John E.; and Others. STUDENT PART-TIME JOBS: RELEVANT OR NONRELEVANT. Vocational Guidance Quarterly, 1970, 19(2), 113-118.

Some study conclusions agree: (1) students with jobs relevant to their majors achieve better than students in nonrelevant jobs; (2) students working more than 15 hours per week generally earn lower PGA's than those working fewer hours; and (3) students working a moderate number of hours achieve as well as or better than nonworking students. (Author)

(1347) Hayes, Mabel E., and Dembo, Myron H. A DIAGNOSTIC PRESCRIPTIVE APPROACH TO PRESCHOOL EDUCATION. Psychology in the Schools, 1971, 8(1), 37-40.

The purpose of this study was to determine whether a highly structured program would improve the school readiness of disadvantaged preschoolers. Results suggest that curricula should be developed from many diagnostic instruments in both cognitive and social areas. (Author/BY)

(1348) Heaps, Richard A. SOME RELATIONSHIPS AMONG CHILDREN'S PERCEPTIONS OF PARENTAL CHARACTERISTICS. Journal of Genetic Psychology, 1970, 117(1), 7-11.

A total of 63 fifth grade children were given semantic differential measures. It was found that there is a positive relationship between girls' perceptions of their mothers' and fathers' characteristics. For girls, one can use perceptions of the concept "parents" to make inferences about the perceived characteristics of both parents. There are no such relationships for boys. (Author/WY)

(1349) Herbert, Ronald. ECOLOGY: A SHARED JOURNEY. Personnel and Guidance Journal, 1971, 49(9), 737-739.

In order to deal with the here and now problems of younger clients, counselors must immerse themselves in the politico-cultural milieu of those clients. A counselor must be conversant with the interests of those students who have rejected societal norms in favor of a personal ethic and conscience. (Author/BY)

(1350) Heilbrun, Alfred B., Jr., and Norbert, Nancyann. MATERNAL CHILD-REARING EXPERIENCE AND SELF-REINFORCEMENT EFFECTIVENSS. Developmental Psychology, 1970, 3(1), 81-87.

Confirms that subjects with high-nurturant mothers are more effective self-reinforcers than subjects with low-nurturant mothers. (MH)

SPECIAL ISSUE
DECADE REVIEW: THE FAMILY
Journal of Marriage and the Family
November 1970 February 1971

(1351) Henderson, Norman B.; and Others. DIFFERENTIAL RATES OF SCHOOL PROMOTION FROM FIRST GRADE FOR WHITE AND NEGRO, MALE AND FEMALE 7 YEAR OLDS. Psychology in the Schools, 1971, 8(2), 101-109.

Results of the study showed a higher failure rate for boys than for girls. In a comparison of the races, the results that more whites than Negroes are retained in the first grade contradict those of other studies. (BY)

(1352) Herr, Edwin L. NATIONAL PERSPECTIVES ON STATE GUIDANCE OFFICE FUNCTIONS. Counselor Education and Supervision, 1971, 10(3), 209-218.

This study was designed to identify those guidance functions that national groups of school counselors, counselor educators, and state supervisors agree should be the responsibility of the state guidance office. Results appeared to support functions of leadership, advocacy, and support rather than administrative-regulatory functions. (Author)

(1353) Hill, Wm. Fawcett. THE HILL INTERACTION MATRIX. Personnel and Guidance Journal, 1971, 49(8), 619-623.

Leadership style, group composition, and group development are simultaneously quantified through the use of the matrix. It represents an attempt to objectify the art of group therapy. Comment by Richard C. Rank follows. (Author)

(1354) Hirsch, Jay G., and Costello, Joan. SCHOOL ACHIEVERS AND UNDERACHIEVERS IN AN URBAN GHETTO. Elementary School Journal, 1970, 71(2), 78-85.

In a study of 23 black ghetto boys and girls, the variables rated most important for distinguishing between achievers and underachievers were the nature and quality of the children's interpersonal relationships and self-concepts. (NH)

(1355) Hirschlein, Beulah M., and Jones, John G. EDUCATION OF AFFECT: A SOCIAL IMPERATIVE. College Student Survey, 1970, 4(3), 68-71.

The article on the education of affect discusses the various deterrents to the development of affective learning experiences. It is now imperative that educational institutions find strategies for dealing constructively with the attitudes, emotions, and feelings of individuals. (Author/KJ)

(1356) Holcomb, J. David; and Others. SEX EDUCATION IN TEXAS PUBLIC SCHOOLS. Journal of School Health, 1970, 40(10), 563-566.

Conclusions are (1) school superintendents of many school districts feel that the public schools should be responsible for educating students about sex; (2) teacher education institutions should begin offering training in sex education; (3) the majority of superintendents feel that sex education classes should not be coeducational; and (4) superintendents feel that teachers, administrators, local citizens, clergy, and students should be involved when planning courses in sex education. (Author/CJ)

(1357) Holland, John L. A THEORY RIDDEN, COMPUTERLESS, IMPERSONAL VOCATIONAL GUIDANCE SYSTEM. Journal of Vocational Behavior, 1971, 1(2), 167-176.

The Self-Directed Search for educational and Vocational Planning is a self-administered, self-scored, and self-interpreted vocational counseling tool. It is inexpensive, practical, and has a high degree of scientific validity and client effectivenss. The SDS is based on Holland's theory of personality types. (Author)

(1358) Homan, Nancy L. FOUNDATION FUNDS IN AID OF BLACKS: FOR A MORE THOUGHTFUL DISTRIBUTION. The Journal of Higher Education, 1970, 41(9), 695-700.

The author argues that the experience, the commitment, and the materials vital to the development of true black studies programs are already present on the campuses of many traditionally black institutions. The article contends that what is needed is more creative administration at these natural existing locations. (BY)

(1359) Hoppock, Robert, and Novick, Bernard. THE OCCUPATIONAL INFORMATION CONSULTANT: A NEW PROFESSION? Personnel and Guidance Journal, 1971, 49(7), 555-558.

Recognizing that counselors, as well as clients, need easier access to better occupational information than either can find now, a few public schools, colleges, and community agencies have assigned one or more persons to become specialists in occupational information. The authors present a model for this type of specialist. (Author/BY)

(1360) Houghton, Cholm G. THE EFFECTIVE RESUME: FIRST KEY TO CAREER SUCCESS. Journal of College Placement, 1971, 31(2), 97-100.

This article presents a review of helpful hints and ideas that will be of value to students and alumni seeking career positions, using the well written resume to open employers' doors for the important job interviews.

(1361) Howard, Laura. IN DEFENSE OF STUDENT ACTIVISM. Volunteer Administration, 1970, 4(4), 1-3.

The student volunteer commitment to an individual or an idea of social change is an activist commitment. The volunteer is willing and eager to do something constructive to help and as such can be broadly categorized as politically moderate. If this interpretation is correct, it could have implications for volunteer activity in the future--during a campus crisis, students ties with the community may be strengthened as a reflection of a commitment to that community and as a seeking for stability in a chaotic world. (Author)

(1362) Howe, Leland W. EDUCATING TO MAKE A DIFFERENCE. Phi Delta Kappan, 1971, 52(9), 547-549.

The author concludes that we must make the experimental schools without walls a reality for all chidren and adolescents by constructing controlled situations and experiences in which they can realistically assess their degree of aptitude, interest, and skill for carrying through and playing for keeps. (Author)

(1363) Hoy, William A., Jr. COMPUTERIZING THE SMALL CAMPUS PLACEMENT FUNCTION. Journal of College Placement, 1971, 31(3), 67-72.

Despite a small number of students, a limited budget, and a tight schedule, Eastern New Mexico University organized a computerized referral system that will offer ongoing benefits to employers and students, and aid the placement operation by acting as a repository for current information. (Author)

(1364) Hoyman, Howard S., and Hoyman, Annelis S. SWEDEN'S EXPERIMENT IN HUMAN SEXUALITY AND SEX EDUCATION. Journal of School Health, 1971, 41(4), 172-184.

As a prerequisite to understanding Swedish views about sex education, some background knowledge and insight into Sweden's development as a country in rapid transition is reported. Impressions of Swedish sex education, methods and aids, are related. (BY)

(1365) Hoyt, Kenneth B. THE ROLE AND SERVICE RESPONSIBILITIES OF GUIDANCE COUNSELORS IN VOCATIONAL TECHNICAL EDUCATION. California Personnel and Guidance Association Journal, 1970, 3(1), 2-12.

This article specifies general activities in which counselors should engage. Each function is stated in the form of goals which should be attainable to some extent in any vocational education setting. It is hoped that both counselors and vocational educators will be in a better position to evaluate effectiveness of guidance in vocational technical education. (Author)

(1366) Hu, Leh-Wei; and Others. ECONOMIC RETURNS TO VOCATIONAL AND COMPREHENSIVE HIGH SCHOOL GRADUATES. Journal of Human Resources, 1971, 6(1), 25-50.

This study compares the costs of vocational and comprehensive secondary education and the labor market performances of graduates of these two types of high schools who did not attend college. The analysis suggests that the monetary returns of vocational and technical graduates are higher than those of comprehensive graduates. (Author)

(1367) Hubbell, Robert N. INCREASING INVOLVEMENT THROUGH PROBLEM-SOLVING. College and University Business, 1970, 49(1), 40-42.

Techniques for providing compuswide discussion of issues and problems through sensitivity training methods are suggested. (Editor)

(1368) Huber, Joe. MARRIED STUDENTS VERSUS MARRIED DROPOUTS. Phi Delta Kappan, 1970, 52(2), 115-116.

A survey in the North Central area of policies and practices applied to students who marry while enrolled in public secondary schools. (Author)

(1369) Humes, Charles W., and Lavitt, Jerry A. COUNSELOR ATTITUDES TOWARD ADMINISTRATIVE PRACTICES: MASSACHUSETTS AND CONNECTICUT. Counselor Education and Supervision, 1971, 10(2), 153-157.

Results indicate that counselors feel that role clarification would ensue if guidance pupil personnel services directors had administrative jurisdiction of programs, and that the main deterrent is traditional autonomy of the building principal. (Author)

(1370) Hurst, James C., and Hubbell, Robert N. DOES VOCIFERATION-VALIDITY? COMPREHENSIVE CAMPUS OPINION ON ACTIVIST ISSUES. National Association of Student Personnel Administrators Journal, 1971, 9(4), 270-275.

Survey results suggest that educators desirous of incorporating student opinion into constructive change must first assess whether or not a student activist group is truly representative of broader campus opinion. (Author/CJ)

(1371) Hurst, James C., and Ivey, Allen E. TOWARD A RADICALIZATION OF STUDENT PERSONNEL. Journal of College Student Personnel, 1971, 12(3), 165-168.

This article is an attempt to diagnose basic issues of concern to students and to suggest new alternative programs for the future of student personnel based on the needs suggested by this diagnosis. (Author)

(1372) Hurst, James C., and Morrill, Weston H. PERSONAL VERSUS GENERAL REQUESTS FOR CLIENT FEEDBACK IN EVALUATING COUNSELING SERVICES. Journal of College Student Personnel, 1971, 12(1), 32-35.

No significant differences were found between the two methods, although the personal request group had a slightly higher return rate. (Author/CJ)

(1373) Hurster, Madeline. FINDINGS OF THE ACHA FAMILY LIFE/SEX EDUCATION STUDY. Journal of American College Health Association, 1970, 19(2), 116-120.

This survey reports on 30 colleges and universities some of which offered mandatory health courses and some of which did not. Results of health knowledge and its personal importance were tabulated for schools, geographic locations, sex differences and grade levels. Tables are included. (CJ)

(1374) Hurster, Madeline; and Others. A HEALTH FAIR. Journal of School Health, 1970, 40(10), 539-541.

Described is a "task force" approach by community health education majors to present information on drugs, alcohol, and smoking to students in an East Harlem junior high school. Impact on the students is uncertain, but the presentations were well received. (CJ)

(1375) Husbands, C. T. SOME SOCIAL AND PSYCHOLOGICAL CONSEQUENCES OF THE AMERICAN DATING SYSTEM. Adolescence, 1970, 5(20), 451-460.

The customs and practices of the American adolescent dating system are examined against those of Western European countries. To the extent that American dating norms prevent adolescents from experiencing conflict based on emotional involvement in single liaisons, they also prevent a valuable experience in socialization and personality development. Major social and psychological effects are seen as: (1) a lesser facility to discriminate among personalities encountered; (2) a tendency to be dissatisfied with those encounters; and (3) a reduced opportunity to experience the open expression of sexual antagonisms. (BY)

(1376) Hutson, Thomas, and Osen, Deborah. MULTIMEDIA APPROACH TO GIFTED IN A PSYCHOLOGY COUNSELING SEMINAR. California Personnel and Guidance Association Journal, 1971, 3(2), 74-80.

To focus upon identity, high school students were exposed to the group process. The youngsters had an opportunity to function within groups while viewing themselves and others as well as the functions of the group through the use of integrated media. (Author/BY)

(1377) Inglese, Sal. PRINCIPLES OF GUIDANCE FOR PUBLIC AND CATHOLIC SCHOOLS. National Catholic Guidance Conference Journal, 1971, 15(2), 90-94.

This article briefly discusses the basic philosophy of guidance, the guidance needs of students, the functions of guidance both educationally and developmentally, and the need for periodic program evaluation. (CJ)

(1378) Insko, W. Robert. DEVELOPING FAMILY ACTUALIZATION: THE FRANKFORT PROJECT. Family Coordinator, 1971, 20(1), 17-22.

The Frankfort Project described in this article was an experimental approach in developing family actualization based on workshops. Behavioral changes were perceived in the participants of all the workshops, chiefly in their increase of openness with one another, their gains in empathic behavior, and their growth in understanding developmental concepts of human growth and development. (Author)

(1379) Ivey, Allen E., and Wilson, Ray. PERCEPTIONS OF COLLEGE ENVIRONMENT: A FOUR YEAR LONGITUDINAL STUDY. Journal of College Student Personnel, 1971, 12(3), 177-178.

This article describes the findings of a replication of an identical study four years earlier. Present results show that while the institution had in its own eyes initiated many major changes, student perceptions remain relatively consistent. (Author/BY)

(1380) Jacobs, Jon C. EFFECTIVENESS OF TEACHER AND PARENT IDENTIFICATION OF GIFTED CHILDREN AS A FUNCTION OF SCHOOL LEVEL. Psychology in the Schools, 1971, 8(2), 140-142.

The results of this study suggest that parent opinion of a child's high intellectual ability is a potentially useful source of worthwhile information that up to this time has not been utilized by professional systems. (Author)

(1381) Jacobsen, Richard F., and Siegel, Eugene. COMPREHENSIVE HEALTH PLANNING IN THE SPACE AGE: THE ROLE OF THE SCHOOL HEALTH PROGRAM. Journal of School Health, 1971, 41(3), 156-160.

Joint planning by school and community is necessary for delivery of effective services. The school system must provide a healthful environment, an adequate school health service, and a comprehensive health education program. (Author/CJ)

(1382) Jakubowski-Spector, Patricia; and Others. TOWARD DEVELOPING A BEHAVIORAL COUNSELOR EDUCATION MODEL. Counselor Education and Supervision, 1971, 10(3), 242-250.

Counselor education currently does not have a training model that is systematically employed and contains provisions for individual differences or promotes the development of programs for facilitating transfer of training. In the proposed model, counselor educators must decide which of the counseling student's behaviors will become the focus of training efforts. (Author)

(1383) Jaques, Marceline E.; and Others. "WILL IT BE YOU?" A PUBLIC INFORMATION AND RECRUITMENT TOOL FOR REHABILITATION COUNSELING. Rehabilitation Counseling Bulletin, 1971, 14(3), 166-178.

A film developed to increase the public's understanding of rehabilitation and to aid in recruitment for rehabilitation education programs was evaluated by surveying the reactions of professionals and students, by evaluating both the affect and cognitive impact, and by examining the influence upon vocational choice. Objectives of the film were attained. (Author)

(1384) Jernigan, Duie R., and Meyer, James B. A DAY IN ANOTHER MAN'S MOCCASINS. Personnel and Guidance Journal, 1970, 49(4), 313-316.

The author, a pastor, attempts to gain new insights into his role as a helping person, by pretending to be a poor, disturbed young man in search of spiritual help and employment. His encounters with several pastors leave him disturbed and concerned. (CJ)

(1385) Johnson, Richard Gilmore. SIMULATION TECHNIQUES IN CAREER DEVELOPMENT. American Vocational Journal, 1970, 45(6), 30-32.

Job experience kits motivate students to broaden vocational interest. (Editor)

(1386) Johnson, Richard W., and St. John, David E. USE OF THE MVII IN EDUCATIONAL PLANNING WITH COMMUNITY COLLEGE CAREER STUDENTS. Vocational Guidance Quarterly, 1970, 19(2), 90-95.

The MVII appears to be an effective instrument for differentiating student career interests. The Study of Values was relatively unsuccessful among these students. The student's choice of a career appears to be more closely related to what he likes than to what he believes to be important or valuable. (Author)

(1387) Johnstone, John W. C. AGE-GRADE CONSCIOUSNESS. Sociology of Education, 1970, 43(1), 56-68.

Studies of generational phenomena have not paid sufficient attention to the distinction between cohort and kinship aspects of generations. Using empirical measures of class consciousness as a model, consciousness of kind based on age is measured and related to theoretically relevant determinants and consequences. (Author)

(1388) Jones, John D. A STUDY OF THE RELATIONSHIP BETWEEN THE STUDENT'S SOCIOECONOMIC BACKGROUND AND HIS FRESHMAN YEAR IN COLLEGE. National Association of Student Personnel Administrators Journal, 1971, 9(4), 234-236.

This study produced data that were beneficial in counseling students and in institutional policy decision making. (Author)

(1389) Jones, Martin H., and Jones, Martin C. THE NEGLECTED CLIENT. Black Scholar, 1970, 1(5), 35-42.

Article consitutes a chapter from a forthcoming book of the same name. Father and son counseling team discuss specific means of overcoming middle class biases relating to black high school and college youth in need of counseling services. (DM)

(1390) Jones, Wendell H. RESTRUCTURING SCHOOL COUNSELING IN A MEGALOPOLIS. California Personnel and Guidance Association Journal, 1971, 3(2), 50-56.

School counselors seeking to restructure the services of the institution for which they work may consider adapting one or more of the proposals presented in this paper as a way to improve existing conditions of employment. (Author)

(1391) Jung, Steven M. CRITERION MEASURES FOR EDUCATIONAL INCENTIVES. Psychology in the Schools, 1971, 8(2), 121-128.

The author suggests in this paper a set of procedures that can be used to provide measurable criteria of student achievement in the areas of reading and mathematics. (Author)

(1392) Kaats, Gilbert R., and Davis, Keith E. EFFECTS OF VOLUNTEER BIASES IN STUDIES OF SEXUAL BEHAVIOR AND ATTITUDES. Journal of Sex Research, 1971, 7(1), 26-34.

There are not differences between volunteers and nonvolunteers among subjects who completed questionnaires on sexual behaviors. However, as compared to nonvolunteers, volunteers who participated in further research reported more liberal sexual attitudes. Data does not support view that recent changes in sexual behavior are reflection of changes in reporting. (Author/CJ)

(1393) Kagan, Norman. ISSUES IN ENCOUNTER. Counseling Psychologist, 1970, 2(2), 43-50.

In response to William Coulson's article in same issue, author expresses need to discover how to replicate reliably the potential of successful encounter process. He also feels that encounter should not become the prime focus of professional attention at the expense of other group counseling processes. (Author/CJ)

(1394) Kahn, Esther B. SMOKING AND YOUTH: CONTRIBUTIONS TO THE STUDY OF SMOKING BEHAVIOR IN HIGH SCHOOL STUDENTS. Journal of School Health, 1970, 40(10), 561-562.

This study reflects the findings of previous studies as reported in the literature. This paper establishes a significant difference between males and females as to reasons for smoking. Males start because their parents smoke or their siblings smoke. That which most effectively deters them is a concern for health. Females are more open to experimentation, less influenced by parental behavior, and most frequently deterred by social desirability. (Author)

(1395) Kahn, Michael H., and Rudestam, Kjell E. THE RELATIONSHIP BETWEEN LIKING AND PERCEIVED SELF-DISCLOSURE IN SMALL GROUPS. Journal of Psychology, 1971, 78(First Half), 81-85.

Results from the present study support the hypothesis that liking a person is consistently and positively related to the amount of his self-disclosure. There is some reason to believe that as interpersonal relationships develop, a perons's liking for another person becomes based on criteria other than self-disclosure, which services a particularly prominent role in the early stages of group functioning. (Author)

(1396) Kahn, Roger, and Bowers, William J. THE SOCIAL CONTEXT OF THE RANK-AND-FILE STUDENT ACTIVIST: A TEST OF FOUR HYPOTHESES. Sociology of Education, 1970, 43(1), 38-55.

This paper examines, within colleges of varying institutional quality, a core of characteristics that previous studies have identified as strongly associated with students' political activism. (Author)

(1397) Kanin, Eugene J. SEXUALLY AGGRESSIVE COLLEGE MALES. Journal of College Student Personnel, 1971, 12(2), 107-110.

The accumulated evidence of this paper suggests that sex aggression is largely the consequence of a particular type of socialization coupled with appropriate situational factors. These males tend to be generally aggressive; they show a strong tendency to deny love feeling for their mothers; their peers tend to stress sexual activity. (Author/BY)

(1398) Kapel, David E. CAREER LADDERS AND LATTICE: AN OPPORTUNITY FOR EDUCATION OR A DEAD END FOR URBAN SCHOOLS? Education and Urban Society, 1970, 2(4), 371-384.

Discusses a multi-level system through which an individual rises to his level of career potential and achievement; this system is being partially instituted by Temple University, Philadelphia, and the Philadelphia Board of Education in their Veterans in Public Service program. (JM)

(1399) Kaplan, Alex H. REVIEW OF "EXISTENTIAL COUNSELING" BY DR. KEMP. Counseling Psychologist, 1971, 2(3), 50-53.

The author directs his review of Kemp's "Existential Counseling" (article in same issue) toward a concern with the implication that existential therapy is a proposed success to other forms of therapy including psychoanalysis. (Author/BY)

(1400) Kaplan, Bert L. ANXIETY - A CLASSROOM CLOSE-UP. Elementary School Journal, 1970, 71(2), 70-77.

Teachers can be more effective if they develop an understanding of the causes of anxiety and the inner conflicts it may represent. (NH)

(1401) Karmel, Louis J. SEX EDUCATION NO; SEX INFORMATION YES. Phi Delta Kappan, 1970, 52(2), 95-96.

Proposes that sex information should consist of sexual facts which are established as valid in the scientific community and integrated in the day to day curriculum without value judgement. (MF)

(1402) Kees, Donald J. A VALIDATION STUDY OF THE CLARK TROW COLLEGE SUBCULTURE TYPOLOGY. Journal of College Student Personnel, 1971, 12(3), 193-199.

The results of this study tend to validate the Clark-Trow model as a meaningful instrument in studying college student subcultures. . . Perhaps the most significant outcome of the study was that the college subcultures described by Clark and Trow are discernible at the time when students originally matriculate in college. (Author)

(1403) Kehas, Chris D., and Morse, Jane L. PERCEPTIONS IN ROLE CHANGE FROM TEACHER TO COUNSELOR: INTRA-ROLE CONFLICT AND MOTIVATION FOR CHANGE. Counselor Education and Supervision, 1971, 10(3), 200-208.

This article extends the findings reported in an earlier paper and deals with intra-role conflict and with the motivation for changing roles. The implications of the testimony given by the counselors for counselor preparation programs and for the structure of roles in schools were examined. (Author)

(1404) Kelly, Eugene W., Jr., and Matthews, Doris B. GROUP COUNSELING WITH DISCIPLINE PROBLEM CHILDREN AT THE ELEMENTARY SCHOOL LEVEL. School Counselor, 1971, 18(4), 273-278.

While the behavioral model used did not produce any significant results, it offers the suggestion of positive change in students who consistently attended the group sessions. Further, more long term research with these methods is indicated. (CJ)

(1405) Kemp, C. Gratton. EXISTENTIAL COUNSELING. Counseling Psychologist, 1971, 2(3), 2-30.

There is a need for counselors who, because of their own self-consciousness and depth of their life experiencing, appreciate and to some degree understand the existential concerns of others. If such counselors will continually prepare themselves through study, reflection and practice, many more students may be helped. (Author)

(1406) Kemp, C. Gratton. REJOINDER. Counseling Psychologist, 1971, 2(3), 57-60.

Kemp concludes that existential counseling is nonexistent. Only phenomenological existential counseling remains, and this requires no different approach or emphases from those currently used. Counseling persists as the refinement of present methods of counseling for adjustment. (Author)

(1407) Keniston, Kenneth. HARVARD ON MY MIND. New York Review of Books, 1970, 15(5), 6-10.

This article goes beyond generally accepted views in trying to pinpoint the root causes of student unrest in the universities in the recent past, and tries relating these to the Harvard University strike of 1969. (RJ)

(1408) Kennedy, Daniel A. SOCIOMETRIC ASSESSMENT: A VALIDITY STUDY. Measurement and Evaluation in Guidance, 1971, 4(1), 43-46.

The author describes and validates a sociometric technique which is simple and time saving as compared with techniques that entail working with first and second preferences of children and constructing sociograms. (Author)

(1409) Koegh, Barbara K., and Smith, Carol E. EARLY IDENTIFICATION OF EDUCATIONALLY HIGH POTENTIAL AND HIGH RISK CHILDREN. Journal of School Psychology, 1970, 8(4), 285-289.

Early identification was investigated by following the same children from kindergarten entrance through grade five. Kindergarten predictive measures were the Bender Gestalt and teachers' evaluations; followup measures were yearly standard achievement test results. Analyses revealed consistently high and significant relationships between teachers' ratings and subsequent school achievement. (Author)

(1410) Kesling, Linda M. SEX EDUCATION: A COUNTY WIDE APPROACH. Journal of School Health, 1970, 40(10), 544-545.

A county wide approach was effective in assisting communities to establish sex education programs in their schools. It was a united effort involving many individuals in all phases of planning. The county committee provided the incentive, leadership, resources and support to communities that wanted to establish sex education programs. (Author)

(1411) Kidd, M. C. THE NEED FOR PERCEPTIVE RECRUITERS. Journal of College Placement, 1971, 31(3), 89-90.

Recruiters are crucial to their employers, especially with regard to the recruitment of highly paid technical and engineering candidates. A poor recruiter can fail by not having the ability to judge personality traits and spot the things that will spell success for the new hire and his company. (Author)

(1412) Killinger, Raymond R. THE COUNSELOR AND GAY LIBERATION. Personnel and Guidance Journal, 1971, 49(9), 715-719.

Counselors who accept the gay liberation struggle for acceptance and equality must first rid themselves of their own narrow or destructive attitudes toward homosexuals. It is only after acceptance of persons with different sexual preferences that the counselor can begin to think of himself as a helping person in this area. (Author/BY)

(1413) Kincaid, John, and Kincaid, Marylou. THE DRAFT AND COUNSELING. Personnel and Guidance Journal, 1970, 49(4), 284-291.

Professional counselors have a crucial role to play in draft counseling by helping to establish a Draft Information Center, by training and supervising students and faculty as draft counselors, and by serving as a referral source for individuals needing further counseling. (Author)

(1414) Kincaid, Marylou, and Kincaid, John COUNSELING FOR PEACE. Personnel and Guidance Journal, 1971, 49(9), 727-735.

The authors suggest that counselors must counsel actively for peace instead of war or, as is often the case under the guise of objectivity, adjustment to a highly militarized society. Counselors will not be in a position to work for peace until they themselves become conscientious objectors and war resisters. (Author/BY)

(1415) King, Mark; and Others. PERSONALITY CHANGE AS A FUNCTION OF VOLUNTEER EXPERIENCE IN A PSYCHIATRIC HOSPITAL. Journal of Consulting and Clinical Psychology, 1970, 35(3), 423-425.

Members of an undergraduate course in psychology (n=416) were tested for moral tolerance and self acceptance before and after course completion. Sixteen students did concurrent hospital work. The volunteer experience did not significantly affect moral tolerance scores, but did result in greater self acceptance scores. (Author/CJ)

(1416) Kirby, Jonell H. GROUP GUIDANCE. Personnel and Guidance Journal, 1971, 49(8), 593-599.

Incremental guidance, as a method of assisting pupils in everyday decision making, is examined through a sequentially planned program that anticipates individual needs and provides aid through marginal changes. Comments by Robert Hoppock follow. (Author/CJ)

(1417) Kirk, Barbara A., and Cummings, Roger W. CHANGING PATTERNS OF INTEREST WITHIN A UNIVERSITY CULTURE. Measurement and Evaluation in Guidance, 1971, 3(4), 238-242.

Differences in SVIB patterns of entering freshmen classes are analyzed. Results indicate shifts in student population toward greater intellectual ability and interests, effects of cultural change, need for educational and curricular reform to take these shifts into account and need for local normative information on basic interests. (Author)

(1418) Kirk, Henry P. BRINGING COUNSELING AND PLACEMENT TOGETHER. Journal of College Placement, 1971, 31(4), 44-49.

California State College at Los Angeles has merged the once separate counseling and placement functions into an integral service center that combines academic and personal counseling with vocational orientation. The author describes the new organization. (Author/BY)

(1419) Kirkbride, Virginia. PRACTICUM EXPERIENCE IN THE MASTER'S DEGREE PROGRAM FOR PERSONNEL WORK. Journal of National Association of Women Deans and Counselors, 1971, 34(2), 80-84.

The committee on Professional Development of NAWDC concluded that student personnel curricula should make provisions for internships and academic work to be taken concurrently to enable future graduates to increase their professional skill and understanding of the total program of student personnel services. (Author/BY)

(1420) Kleinerman, Gerald; and Others. SEX EDUCATION IN A GHETTO SCHOOL. Journal of School Health, 1971, 41(1), 29-33.

This report describes a particular approach to sex education; the purposeful solicitation of questions on sex from the students by the teacher. Its value is two-fold: (1) concrete documentation of the details of student concern in sexual matters, and (2) facilitation of the actual educational process in ways beneficial to both teacher and student. (Author)

(1421) Koile, Earl A., and Gallessich, June. THE DALLAS HUMAN RELATIONS LABS. Junior College Journal, 1971, 41(6), 31-37.

Through working together in intensive group experiences, administrators, faculty and staff of Dallas County Junior College District have found they can function more effectively, communicate more clearly, and confront critical educational issues more intelligently. (Author)

(1422) Koontz, Elizabeth Duncan. WOMEN AS A WASTED RESOURCE. Compact, 1970, 4(4), 10-11.

The author attacks society's prejudices about what occupations are suitable for women, and proposes multipurpose counseling centers. (Author)

(1423) Kopecek, Robert J. FRESHMEN ORIENTATION PROGRAMS: A COMPARISON. Journal of College Student Personnel, 1971, 12(1), 54-57.

Data showed that (1) it is possible to design programs that result in statistically significant differences in mean GPA by group and in level of knowledge about a campus; and (2) voluntary withdrawal and academic dismissal are not affected by orientation program. (Author)

(1424) Kopfstein, Joan Held. SOCIAL DESIRABILITY, EXPECTANCY, AND SUCCESS FAILURE ORIENTED BEHAVIOR IN CHILDREN. Journal of Consulting and Clinical Psychology, 1971, 35(3), 428.

It was expected that children with high as compared to low SD would state overly cautious bids suggesting low expectancy for success, and would adopt a failure avoiding pattern of Rotter's level of aspiration task. The results support the hypotheses on SD and cautious, failure avoiding behavior. Age must be carefully controlled. (CJ)

(1425) Koplitz, Eugene D. THE SENSITIVITY TRAINING MOVEMENT: PROFESSIONAL IMPLICATIONS FOR ELEMENTARY AND SECONDARY SCHOOL COUNSELING AND TEACHING. Journal of Student Personnel Association for Teacher Education, 1971, 9(3), 57-66.

The author presented some historical facts regarding sensitivity training, discussed concerns of some key professionals in the field, and described some facets of sensitivity training programs. (Author)

(1426) Kopp, William F. THE BOCES MANDATE TO SERVE RURAL DISADVANTAGED. American Vocational Journal, 1970, 45(8), 32-34.

The author comments on the attempt of the BOCES (Boards of Cooperative Educational Services) to serve the disadvantaged in rural areas of New York state. He also points up some considerations that apply to all such training efforts, both rural and urban. (BY)

(1427) Kraft, Arthur. TIME OUT. Journal of School Psychology, 1970, 8(4), 291-295.

The school psychologist should conduct half hour discussions with entire classes with the teacher present. The discussions should be partially or wholly unstructured so that students can speak freely on whatever they feel strongly about. Students and teacher gain an appreciation of others' ideas and feelings. Excerpts from a tapescript of a session are included. (Author)

(1428) Kraus, Jonathan. PREDICTING SUCCESS OF FOSTER PLACEMENTS FOR SCHOOL AGE CHILDREN. Social Work, 1971, 16(1), 63-72.

Although the need for objective criteria in selecting foster homes has been stressed repeatedly in the literature, social workers continue to select foster homes on the basis of their subjective judgments. This article attempts to relate certain objective characteristics of foster parents and foster children to the success or failure of foster home placements. (Author)

(1429) Krause, Frank H. LEGISLATION VS. OBLIGATION: REGARDING COUNSELOR RESPONSIBILITY. Journal of Employment Counseling, 1970, 7(4), 146-149.

Employment service and vocational counselors must be aware of future technological trends. In counseling the unemployed the interviewer should focus on manhood rather than manpower. Employment counselors have a commitment to implement a positive course of action through role playing, psychodrama, audiovisual tapes showing how to take job interviews, modeling, or a group interaction with "unemployables." (Author)

(1430) Kremer, Bruce. A PLAN FOR PARENT EDUCATION GROUPS IN ELEMENTARY SCHOOLS. National Catholic Guidance Conference Journal, 1971, 15(2), 131-135.

This article offers a plan for organizing group meetings of parents with the counselor as "moderator," to discuss topics of interest which will help parents to give support to their children in the academic and social areas of development. (CJ)

(1431) Kroger, Rolf O., and Turnbull, William. EFFECTS OF ROLE DEMANDS AND TEST CUE PROPERITIES ON PERSONALITY TEST PERFORMANCE: REPLICATION AND EXTENSION. Journal of Consulting and Clinical Psychology, 1970, 35(3), 381-387.

In a replication of earlier findings by Kroger, the hypothesis was tested that the situation affects test performance by generating a set of role demands. Community college students described themselves on the SVIB, Taylor Manifest Anxiety Scale, and Welsh Figure Preference Test after being exposed to implicit social cues intended to induce differential role taking. Findings were interpreted as supporting the hypothesis and as extending its generality. (Author)

(1432) Kuhlin, Michael E. BOWLING GREEN'S ALUMNI NETWORK: A NEW TWIST IN SERVICE FROM THE PLACEMENT OFFICE. Journal of College Placement, 1971, 31(2), 91-94.

The network program offers students "on the scene" information about the cost of living, housing, schooling, and other data necessary to make a realistic employment choice in any desired geographical area. (Author)

(1433) Kunce, Joseph T. THE CHALLENGE OF WELFARE DEPENDENCY TO REHABILITATION. Journal of Employment Counseling, 1970, 7(4), 151-154.

The relationship of welfare status and socioeconomic status (SES) to employment outcomes following prevocational programs for mentally retarded young adults was investigated. While at least half of those clients who were either on welfare or from SES were rehabilitated, only one quarter of those who were both on welfare and from low SES were successful. The findings suggest the need for continual improved strategies for overcoming the vocational deficiencies of highly "dependent" clients. (Author)

(1434) Kushel, Gerald. FOLLOW THESE STEPS TO PUT LIFE INTO YOUR GUIDANCE PROGRAM. American School Board Journal, 1970, 158(3), 42-43.

Presented is a step by step approach to be used by the director of district guidance upgrading project to improve a program. (JF)

(1435) Kuvlesky, William P., and Bamerson, Jane. ADOLESCENTS' PERCEPTIONS OF MILITARY SERVICE AS A VEHICLE FOR SOCIAL MOBILITY: A RACIAL COMPARISON OF RURAL YOUTH. Journal of Vocational Behavior, 1971, 1(1), 57-67.

The broad purpose of this paper was to investigate orientations toward military service held by Negro and white teenage boys, utilizing data gathered in rural East Texas during 1966. Negro and white youth were generally positive about military service and lower class youth with high aspirations differed little from other youth in their orientations toward military service. (Author)

(1436) Kuvlesky, William P., and Thomas, Katheryn A. SOCIAL AMBITIONS OF NEGRO BOYS AND GIRLS FROM A METROPOLITAN GHETTO. Journal of Vocational Behavior, 1971, 1(2), 117-187.

It was concluded from the findings that the boys and girls studied did maintain a consistently high-level frame of reference. It was observed that boys tended to hold slightly higher educational and income goals and to demonstrate a higher level of consistency across goal levels in their frame of reference. (Author)

(1437) Kuvlesky, William P.; and Others. STATUS PROJECTIONS AND ETHNICITY: A COMPARISON OF MEXICAN AMERICAN, NEGRO, AND ANGLO YOUTH. Journal of Vocational Behavior, 1971, 1(2), 137-151.

Utilizing data obtained from youth residing in nonmetropolitan areas of Texas, ethnic comparisons were made by sex on several dimensions of occupational and educational status projections. The findings indicated that the three ethnic groups were generally similar, except in reference to status expectations and intensity of aspiration. (Author)

(1438) Lacey, David W. HOLLAND'S VOCATIONAL MODELS: A STUDY OF WORK GROUPS AND NEED SATISFACTION. Journal of Vocational Behavior, 1971, 1(2), 105-122.

This study investigated (1) the concurrent validity of Holland's theory for employed men and (2) the pattern of needs associated with occupations exemplifying each of Holland's models. Five vocational scales distributed eight work groups, representative of each of Holland's vocational models, in a comparable fashion according to their interests. (Author)

(1439) LaCouture, Andre R. THE COUNSELOR AND COMMUNITY INVOLVEMENT. California Personnel and Guidance Association Journal, 1971, 3(2), 61-65.

The article contends that today's counselor should have the foresight to anticipate the roles that will be required of him. Counselors, with their training and their obvious community interaction are in the best position to be the school coordinator for community involvement. (Author)

(1440) LeForme, Judie. VOLUNTEER SERVICES AT KENT STATE. Volunteer Administration, 1970, 4(4), 4-6.

This article briefly looks at the campus frustrations at Kent State prior to the vents of May, 1970, and examines the attitudes of students toward the principles of volunteer service. Called for is the need for full support (time, money, manpower) by both university and community if volunteer services by college students are to expand and serve as an outlet for concern and protest against the "staleness" of the college experience. (CJ)

(1441) Lakin, Martin. GROUP SENSITIVITY TRAINING AND ENCOUNTER: USES AND ABUSES OF A METHOD. Counseling Psychologist, 1970, 2(2), 66-70.

In regard to encounter groups, it is time to reassess goals, conceptions, rationales, and results to date. It is time to distinguish between good and bad theory, good and marginal practice, and to demand better standards of trainer development and preparation. Consumer welfare requires it. (Author/CJ)

(1442) Lakin, Martin. RESPONSE TO COULSON. Counseling Psychologist, 1970, 2(2), 34-38.

In response to William Coulson's article in this issue, the author is pleased that professionals are questioning their own roles in encounter, but he is in general disagreement with Coulson's points regarding complete openness and feedback. (CJ)

(1443) Lamar, Carl F. IMPLICATIONS FOR MEETING THE NEEDS OF PEOPLE. American Vocational Journal, 1971, 46(4), 31-35.

The author suggests that relevant vocational education must constantly address itself to (1) the educational needs of people, (2) the manpower requirements of the labor market, (3) the educational resources needed to prepare each individual for his career, and (4) the analysis of the educational product--that is, the competencies of each individual as a producer in the labor force. (Author)

(1444) Lane, Elsa C. THE USE OF LEADERLESS ENCOUNTER GROUPS IN STAFF TRAINING. National Association of Student Personnel Administrators Journal, 1971, 8(3), 185-188.

A workshop is described which provided the counseling staff with exposure to a group learning experience. This program has potential for growth which warrants its continued consideration. (CJ)

(1445) Langley, Elizabeth M., and Gehrman, Joseph L. IMPACT OF PRACTICUM FIELD EXPERIENCE ON PERCEPTIONS OF COUNSELOR CHARACTERISTICS. Journal of Student Personnel Association for Teacher Education, 1971, 9(3), 76-80.

An examination of the perceptual change of the counselor trainees indicated that the on the job experience did produce a statistically significant change in their perception of the ideal counselor characteristics. (Author)

(1446) Lansner, Lawrence A. FINALLY...AN INTERN PROGRAM FOR PLACEMENT. Journal of College Placement, 1971, 31(3), 82-86.

This is a report on the development of Eastern College Personnel Officers' pilot program to "place" placement directors with employers to encourage a continuing dialogue between the campus and employment communities. (Author)

(1447) Laramore, Darryl. COUNSELORS MAKE OCCUPATIONAL INFORMATION PACKAGES. Vocational Guidance Quarterly, 1971, 19(3), 220-224.

Described is a method used at the University of Maryland wherein students participated in the development of an audio-slide package which is available for purchase by schools in the state. (CJ)

(1448) Laramore, Darryl. and Thompson, Jack M. COUNSELORS LEARN ABOUT THE WORLD OF WORK. Vocational Guidance Quarterly, 1970, 19(2), 140-141.

Tape recordings of on-the-job interviews were developed and made available for use by counselors and counselees. (Author)

(1449) Lass, Abraham H., and Wilson, Eugene S. FREEDOM. Today's Education, 1971, 60(4), 27-28,

For the majority of freshmen, college will afford them their first experience in taking complete responsibility for their actions. Whether they are able to meet this challenge of freedom will determine their success in college. (CG)

(1450) Lawlis, G. Frank, and Bozarth, Jerald D. CONSIDERATIONS FOR THE DEVELOPMENT OF WEIGHING SYSTEMS FOR THE EVALUATION OF COUNSELOR EFFECTIVENESS. Rehabilitation Counseling Bulletin, 1971, 14(3), 133-139.

Examination of national statistical data revealed that type of disability had low predictive relationship to rehabilitation per counselor. Average cost per rehabilitation and case service expenditure per counselor accounted for 66 percent of the variance toward rehabilitations per counselor, suggesting the development of an empirical weighing system. (Author)

Women are making news on the current scene. Check these descriptors for further information:

FEMALES
FEMINISM
SOCIAL CHANGE
SOCIAL ATTITUDES
CAREER CHOICE

(1451) Lawton, Ronald. COUNSELORS NEED A GREEN LIGHT ORGANIZATION. Personnel and Guidance Journal, 1971, 49(9), 759-763.

Counselors will have to organize to train themselves beyond the very institutions which spawned them, and they need an experiential organization to do it. (Author)

(1452) Leah, Mary Jane. THINKING ABOUT PSYCHIATRY. Women: A Journal of Liberation, 1971, 2(2), 50-52.

Members of the Movement discuss the needs of women to discuss with other women their painful feelings concerning children, sexual relationships, social and economic resentments, and general needs. It is felt that their feelings can often be explored in "consciousness-raising" groups, leaving the trained professional for the special few. (CJ)

(1453) Lee, Dong Yul, and Nevison, Myrne B. STUDENTS' PERCEPTION OF THERAPEUTIC CORE CONDITIONS WITH CLIENT'S PROBLEM. Canadian Counselor, 1971, 5(3), 47-53.

Student perception appears able to discriminate between "high" and "moderate to low" levels of core conditions, but unable to do so between "moderate" and "low", suggesting that analyzing overall core conditions in an interview setting may not be meaningful. (CJ)

(1454) Lefkowitz, David M., and Baker, Judith. BLACK YOUTH: A COUNSELING EXPERIENCE. School Counselor, 1971, 18(4), 290-293.

Briefly described is a method of relating to black students by providing them with physical outlets during the sessions to relieve their tensions (cards, puzzles, etc.). Another feature of the program calls for some personal revelations by the counselor, which serves to open avenues of communication. (CJ)

(1455) Lempert, Henrietta. VOLUNTEERS AS TUTORS OF EXCEPTIONAL CHILDREN. Psychology in the Schools, 1971, 8(2), 129-134.

This paper describes a pilot study to determine the feasibility of establishing a Learning Clinic staffed by supervised parent volunteers within an elementary school. (Author)

(1456) Leob, Jane W., and Mueller, Daniel J. THE USE OF A SCALE OF HIGH SCHOOLS IN PREDICTING COLLEGE GRADES. Educational and Psychological Measurement, 1970, 30(2), 381-386.

Scale values are based on the deviation of actual college grades of a high school's graduates from those predicted on the basis of high school percentile rank and the American College Test (ACT) Composite score. (Author/DG)

(1457) Levin, Henry M.; and Others. SCHOOL ACHIEVEMENT AND POST-SCHOOL SUCCESS: A REVIEW. Review of Educational Research, 1971, 41(1), 1-14.

Abundant evidence supports the view that education affects income, occupational choice, social and economic mobility, political participation, social deviance, etc. Indeed, educational attainment is related to opportunity in so many ways that the two terms seem inextricably intertwined in the mind of the layman and in the findings of the social scientist. (Author)

(1458) Leviton, Dan. A COURSE ON DEATH EDUCATION AND SUICIDE PREVENTION: IMPLICATIONS FOR HEALTH EDUCATION. Journal of American College Health Association, 1971, 19(4), 217-220.

The author feels that personal concerns about death, natural or otherwise, cause anxieties which often color and mask additional personality problems. The course outlined deals with student obsession and depression about death, and seeks to encourage other health educators to include the study of death in their own classes. (CJ)

(1459) Levitt, Eugene E. REASONS FOR SMOKING AND NOT SMOKING GIVEN BY SCHOOL CHILDREN. Journal of School Health, 1971, 41(2), 101-104.

The data reported are part of a larger investigation of the dimensions and correlates of cigarette smoking behavior among Indianapolis school children. Each subject completed an anonymous questionnaire administered by class teachers. The results are presented in tables. (Author)

(1460) Lewis, David C. DRUG EDUCATION: A CHALLENGE FOR THE 70'S. Educational Product Report, 1970, 3(7), 2-3.

A physician has developed ten guidelines for the planning and implementation of drug education programs that are oriented toward the decision making process and the issue of credibility. (Author/MLF)

(1461) Lewis, Michael D., and Lewis, Judith A. COUNSELOR EDUCATION: TRAINING FOR A NEW ALTERNATIVE. Personnel and Guidance Journal, 1971, 49(9), 754-758.

The fact that counselor training has not prepared counselors to develop the skills and understandings needed for new undertakings provides a problem. The authors see this problem as an opportunity for a renaissance in counselor education. (Author/BY)

(1462) L'Hote, John D. DETROIT FIGHTS THEFT AND ARSON. American School and University, 1970, 42(11), 19-21.

Theft and arson can be fought by involving students to the point where they have a vested interest in maintenance of facilities. (RA)

(1463) Link, Albert D. THE VIEW OF TEXAS. Vocational Guidance Quarterly, 1970, 19(2), 134-139.

The State of Texas has piloted a modified VIEW program under the name, "Vital Information for Education and Work." (Author)

(1464) Linkletter, Art. HOW SCHOOL PRINCIPALS CAN FIGHT DRUG ABUSE. Bulletin of National Association of Secondary School Principals, 1971, 55(355), 12-21.

Because of his own family's experiences resulting from the death of his daughter due to drug addiction, the author expresses why marijuana is a serious problem. The drug epidemic has reached unprecedented proportions and he feels the American public must mount a major offensive against it. To do this education and particularly principals have an important role to play. (Author/CG)

(1465) Lipinski, Beatrice G., and Brown, Rosemary. STUDENT VOLUNTEERS RESPOND TO COMMUNITY NEEDS: AN "OUTREACH" PROGRAM SPONSORED BY THE SIMON FRASER UNIVERSITY COUNSELING SERVICE--AN ABSTRACT. Journal of Council of Associations of University Student Personnel Service, 1970, 5(2), 32.

The recruitment, selection, placement, and followup of university student volunteers in various community agencies and programs requesting volunteer help was undertaken by the Simon Fraser University Counseling Service in 1969. The service has served primarily as a clearinghouse to provide volunteers with information about potential placements and to provide agencies with suitable student prospects. Placements included a school for moderately retarded youngsters, a residential treatment center for emotionally disturbed adolescents, inner city projects, a crisis center, and children's aid societies. (Author/CJ)

(1466) Liptzin, Myron B., and Reifler, Clifford B. SENSITIVITY TRAINING AND THE UNIVERSITY. Journal of American College Health Association, 1970, 19(3), 136-139.

This article looks at several informal groups on one campus engaged in self directed group therapy. While continued use of the NTL model of group dynamics is favored, in structured settings, efforts must be pushed to educate students and staff regarding possible harm from the informal action groups. (CJ)

(1467) Lockwood, Ozelma; and Others. FOUR WORLDS: AN APPROACH TO OCCUPATIONAL GUIDANCE. Man/Society/Technology — A Journal of Industrial Arts Education, 1970, 30(2), 56-58.

Briefly describes a vocational guidance course for junior high school students which is designed to give an overall understanding and awareness of the natural, the technological, the aesthetic, and the human worlds. (GR)

(1468) Long, James D. SCHOOL PHOBIA AND THE ELEMENTARY COUNSELOR. Elementary School Guidance and Counseling, 1971, 5(4), 289-294.

The behavior oriented elementary school counselor can expand his role to include crisis problems once handled entirely by clinicians outside the school setting. A behavioral approach permits the counselor to treat problems such as school phobia as a function of environmental consequences. (Author)

(1469) Long, Thomas J. A CHALLENGE: COUNSELING HIGH SCHOOL DISCIPLINARY CASES. National Catholic Guidance Conference Journal, 1971, 15(2), 100-105.

A project is described which provides and evaluates intensive counseling services for those students in the Altoona (Pa.) Area Senior High School who find themselves gravitating toward behavior patterns which, if continued, might lead to disciplinary interruption or termination of their high school experience. (Author)

(1470) Long, Thomas J. SOURCES FOR SHORT TERM GROUP TRAINING EXPERIENCES. Personnel and Guidance Journal, 1971, 49(8), 645-648.

Listed are a number of centers for training in group work. They are categorized by general type of training offered and by necessary prerequisites. Mailing addresses are included. (CJ)

(1471) Loomis, William G. VOCATIONAL (CAREER) EDUCATION. American Education, 1971, 7(2), 3-5.

Career education has the potential to provide solutions to social, economic, and educational problems. A comprehensive, coordinated effort on the part of all levels of government, of institutions of higher learning, and of industry is needed to fulfill this potential. (Author)

(1472) Lowe, Phyllis K.; and Others. CHALLENGING INNER CITY POTENTIAL DROPOUTS. Forecast for Home Economics, 1970, 16(1), 100.

Describes the results of two experimental home economics courses for potential dropouts in inner city schools. The courses were developed and tested in a cooperative research project. (JM)

(1473) Lanik, Janet. I AM YOUTH. Journal of National Association of Women Deans and Counselors, 1971, 34(2), 67.

In this brief paper the author gropes for an understanding of youth as it is today and those concerns which should bring youth closer to the philosophies of those over 30 years old. (BY)

(1474) Lunneborg, Patricia W. EPPS PATTERNS AND ACADEMIC ACHIEVEMENT IN COUNSELING CLIENTS. Educational and Psychological Measurements, 1970, 30(2), 393-398.

Personality patterns did not improve prediction from aptitude and achievement variables in the weight determination sample, and in cross-validation actually cancelled out predictability from traditional measures. Prediction of college grades from high school grades and aptitude tests was, on the other hand, both accurate and consistent. (Author)

(1475) Lynch, Robert C., and Sedlacek, William E. DIFFERENCES BETWEEN STUDENT AND STUDENT AFFAIRS STAFF PERCEPTIONS OF A UNIVERSITY. Journal of College Student Personnel, 1971, 12(3), 173-176.

Data examined in the sense of the direction in which the University should be led show the goals of the student affairs staff and incoming students to be similar. Understanding the process of expectations changing into perceptions would help determine better methods for dealing with students' attitudes. (Author/BY)

(1476) McCarthy, Barry W., and Berman, Alan L. A STUDENT OPERATED CRISIS CENTER. Personnel and Guidance Journal, 1971, 49(7), 523-528.

In this article we describe an attempt to meet a university community's needs for emergency mental health services through the establishment of a student operated telephone emergency service. The service provides an interesting model for use of nonprofessionals in mental health services, in which the professional functions primarily as a trainer and consultant rather than offering direct services. (Author)

(1477) Macauley, Howard K., and Wolfe, Richard O. THE DYNAMICS OF INTERACTION: WHO'S GOT THE CLOSED MIND? Phi Delta Kappan, 1971, 52(8), 488-489.

This article describes several interactive techniques designed to promote communication and provide opportunities for clarifying meanings. These approaches can be useful in service programs and in classroom teaching to sensitize individuals to recognize blocked interaction. (Author)

(1478) McClelland, William A. SIMULATION; CAN IT BENEFIT VOCATIONAL EDUCATION? American Vocational Journal, 1970, 45(6), 23-25.

Because of a preponderance of job similarity, the author suggests that vocational educators look for answers in the research conducted on simulation in the armed forces training programs. (Editor)

(1479) McCoy, Georgia. CASE ANALYSIS: CONSULTATION AND COUNSELING. Elementary School Guidance and Counseling, 1971, 5(3), 221-225.

Described is one counselor's approach to implementing an elementary school guidance program through classroom techniques, small group sessions and consultation with teachers which explored not only their feelings but also their attitudes and relationships with their students. (CJ)

(1480) Mace, David R. DELINQUENT SEX AND MARRIAGE COUNSELORS. Sexual Behavior, 1971, 1(3), 35-41.

Discussions of sexual situations may stir erotic feelings in both therapist and patient. Experienced counselors can handle these emotions, but less scrupulous ones may exploit the patient. (Author)

(1481) McGehearty, Loyce, and Womble, Mary. CASE ANALYSIS: CONSULTATION AND COUNSELING. Elementary School Guidance and Counseling, 1970, 5(2), 141-147.

A case study presents a method employed to assist youngsters who had been functioning below their capacities to explore their behavior and accept responsibility for their decisions. Coping mechanisms are important, particularly for children whose families can offer little positive encouragement. (CJ)

(1482) McGreevy, C. Patrick. A NEW DESIGN OF PUPIL PERSONNEL SERVICE PROGRAMS UTILIZED BY THE U.S. OFFICE OF EDUCATION (BEPD). Counseling Psychologist, 1971, 2(3), 88-91.

It is the purpose of this paper to describe a new program design and funding approach utilized by the Bureau of Educational Personnel Development of the U.S. Office of Education. BEPD is designed to foster educational reform through training of personnel. (Author)

(1483) McGrew, John M. COUNSELING THE DISADVANTAGED CHILD: A PRACTICE IN SEARCH OF A RATIONALE. School Counselor, 1971, 18(3), 165-173.

Counselors must help the disadvantaged counselee learn how to conceptualize his experiences, and then how to take the risk of implementing the conclusions reached on the basis of these experiences. (Author)

(1484) Mackler, Bernard. WIN. Psychology Today, 1971, 4(11), 60-63.

Described is a five-year study of a Harlem elementary school which suggests that special classes of homogeneously-grouped, selected students can be helped academically and behaviorally to "make it" in homogeneous high schools. However, this treatment may further doom those already below expectation to further frustrations, creating many losers in the process of producing a few winners. (CJ)

(1485) MacLeon, Virginia. THOUGHTS ON SEX EDUCATION FOR OUR DAUGHTERS. Women: A Journal of Liberation, 1971, 2(2), 25-27.

The author discusses her experiences in researching and communicating information to her own daughter which she hopes will offer not only factual material but also the values and feelings which will enable her to make intelligent choices later on. (CJ)

(1486) McMillin, Marvin R.; and Others. OPINIONS ON CAREER INVOLVEMENT OF MARRIED WOMEN. Journal of National Association of Women Deans and Counselors, 1971, 34(3), 121-124.

The results of the study show that a potential area of conflict exists for young adults regarding the career involvement of the wife. College women preferred a career and marriage rather than either alone, while college men preferred that their wives not work after the birth of children. (BY)

(1487) Maehr, Martin L., and Sjogren, Douglas D. ATKINSON'S THEORY OF ACHIEVEMENT MOTIVATION: FIRST STEP TOWARD A THEORY OF ACADEMIC MOTIVATION? Review of Educational Research, 1971, 41(2), 143-161.

The authors view Atkinson's theory as providing only limited advice for the practitioner while suggesting a variety of insights into the educational process. Ways of overcoming these limitations are presented. (Author/BY)

(1488) Mahler, Clarence A. GROUP COUNSELING. Personnel and Guidance Journal, 1971, 49(8), 601-610.

This article reviews the major concerns of group counseling and differentiates among group guidance, group counseling, and group therapy. It also evaluates the research status of group counseling and presents implications for the future of this approach. Comment by Carl E. Thoresen follows. (Author)

(1489) Malcolm, Andrew I. DRUG ABUSE AND SOCIAL ALIENATION. Today's Education, 1970, 59(6), 29-31.

The processes by which an individual turns to drugs to satisfy his inner needs, real or imagined, are described. (CK)

(1490) Malcolm, David Donald. A TWO YEAR PROGRAM OF COUNSELOR EDUCATION. Counselor Education and Supervision, 1971, 10(2), 171-179.

This position paper elaborates the rationale for the belief on the need for, and efficacy of the two year intensive program and attempts to suggest directions in which they may lead. (Author)

(1491) Mallory, Sadie A. Grimmett. EFFECT OF STIMULUS PRESENTATION ON FREE RECALL OF REFLECTIVE AND IMPULSIVE MEXICAN-AMERICAN CHILDREN. Journal of Psychology, 1970, 75, 193-198.

In studying the effect of stimulus presentation on free recall with certain Mexican-American children, it was found that audiotactual perceiving resulted in significantly better recall for total words, concept words, and clustering; auditory stimulation resulted in more intrusive errors. It was suggested that audiotactual stimulation induced greater attending behavior during free recall test presentation. (Author/BY)

(1492) Marin, Peter. CHILDREN OF THE APOCALYPSE. Saturday Review, 1970, 53(38), 71.

The agony of today's young people trying to find a place in a society with which they are at odds is described. (CK)

(1493) Marks, Stephen E., and Green, Richard M. INDIANS AND COUNSELING. Canadian Counselor, 1971, 5(3), 63-66.

If the Indian youth is to feel understood by the counselor and trust him, the counselor must demonstrate his interest and concern through direct involvement in the activities which are important to the Indian students. The counselor, to show his interest, could spend time with the students outside of school, to demonstrate an interest in them as individuals, in their cultural history, and in the intricacies of their present community life. (Author)

(1494) Marland, Sidney P. CAREER EDUCATION NOW. Bulletin of National Association of Secondary School Principals, 1971, 55(355), 1-11.

The U.S. Commissioner of Education suggests that general education be done away with, and he proposes that a universal goal of American education be that upon completing a school program at grade 12, every young person be ready to enter either a useful and rewarding employment or higher education. Marland also outlines the Office of Education's plans to strengthen the vocational technical programs throughout the nation. (Author)

(1495) Marsh, John J. OPERATIONS ANALYSIS AND COLLEGE STUDENT PERSONNEL WORK. National Association of Student Personnel Administrators Journal, 1971, 8(3), 201-205.

Whether they want to prevent upheaval by student revolt or, more importantly, to increase the development of mature and responsible students, personnel workers must evaluate and quantify what they are trying to do, what means they are using, and what progress they are making. Operations analysis is an excellent technique for this. (Author)

(1496) Marshall, Karen. TO "STAY" WITH TAX-SUPPORTED LOVE. American Education, 1971, 7(3), 6-10.

Project Stay, a federally-funded project designed to prevent students from dropping out of school, has six parts. They involve work study, guidance, continued education, social adjustment classes, instructional revision, and after school activities. (Author/BY)

(1497) Martin, Ann M., and Martin, A. G. EDUCATING WOMEN FOR IDENTITY IN WORK. American Vocational Journal, 1971, 46(5), 38-42.

Women have psychological barriers to success perhaps greater than the obstacles posed from outside. They should be made to see that essentially they are freer than men to choose the roles they will play at different periods of their lives. Comprehensive programs of counseling and guidance for girls which pay proper attention to the total life planning process and which help girls develop the desire for self-fulfillment through identity in creative realistic endeavors are needed. In conclusion the authors make several recommendations for educating women for identity in work. (Author/CG)

(1498) Mash, Donald J. STUDENT DISCIPLINE IN HIGHER EDUCATION: A COLLISION COURSE WITH THE COURTS? National Association of Student Personnel Administrators Journal, 1971, 8(3), 148-155.

Administrators should be concerned with three basic areas of student discipline: (1) the area of constitutionally protected rights; (2) affording procedural due process in dismissing and suspending students for violations; and (3) relating to rules and regulations themselves, and how and why they are imposed. It is possible the courts will assume some of the responsibility

for running institutions of higher education unless administrators begin actively implementing necessary developments. (Author)

(1499) Mason, Evelyn P. STABILITY OF DIFFERENCES IN PERSONALITY CHARACTERISTICS OF JUNIOR HIGH STUDENTS FROM AMERICAN INDIAN, MEXICAN, AND ANGLO ETHNIC BACKGROUNDS. Psychology in the Schools, 1971, 8(1), 86-89.

This study presents results of the testing of personality characteristics of ethnic groups. The significant overall ethnic difference was ordered with the Anglos highest and Indians lowest. (Author)

(1500) Masterson, James F. ADOLESCENTS AND THE SEXUAL EVOLUTION. Sexual Behavior, 1971, 1(3), 3-9.

Discussed in this article are generational differences in attitudes, effects of these differences on youth, questions on sex asked by youth, standards, implications of the 'revolution', and several illustrative case studies. (CJ)

(1501) Matchett, William Foster. WHO USES DRUGS? A STUDY IN A SUBURBAN PUBLIC HIGH SCHOOL. Journal of School Health, 1971, 41(2), 90-93.

Survey results indicate that there were two very different categories of people using drugs in the study school. One group, using them more heavily, seemed to fit the stereotype of individual on the fringe of society. The other group was experimenting or using drugs socially, and was more secure, inquisitive, and active than were their nonusing peers. (Author/CJ)

(1502) Matheny, Kenneth. COUNSELORS AS ENVIRONMENTAL ENGINEERS. Personnel and Guidance Journal, 1971, 49(6), 439-444.

Counselors should engineer extending and corrective experiences for their counselees. If appropriately selected, such experiences can prove a powerful adjunct to the more traditional counseling relationship. Counselors can use school and community experiences to accomplish guidance goals. (Author)

(1503) Mathis, James L. THE SEXUAL TEASE. Medical Aspects of Human Sexuality, 1970, 4(12), 21-25.

Sexual teasing, motivated by psychosexual immaturity, is seen as one method of controlling anxiety. When this mechanism fails, a loss of self esteem, coupled with depression, occurs. Medical help may be sought at this point, making it necessary for physicians to be aware of the "tease" manifestation. (CJ)

(1504) Maw, Ian E. L. STUDENT SUBCULTURES AND ACTIVITY INVOLVEMENT. Journal of College Student Personnel, 1971, 12(1), 62-66.

If activities on campus are to remain relevant, student affairs administrators must be cognizant of the present and future orientations of their students as they plan with students and faculty extracurricular learning experiences diverse enough to allow the experimentation needed by students in the quest for a more comprehensive identity. (Author)

(1505) Maw, Ian E. L. STUDENT SUBCULTURES AND THEIR FUTURE TIME PERSPECTIVES. National Association of Student Personnel Administrators Journal, 1971, 8(3), 160-166.

This study sought to investigate the orientation of students based upon the Clark Trow classification toward their personal future utilizing mock autobiographies. Given this knowledge, the multiversity will hopefully provide experiences which will allow the individual student to gain a better understanding of self and the society in which he lives. (Author)

(1506) May, Eugene P. QUANTITY OR QUALITY IN DEALING WITH HUMAN PROBLEMS. Personnel and Guidance Journal, 1971, 49(5), 376-382.

As man faces larger numbers of people, he will tend to disregard individualism more and more, and ultimately to reduce man to nothingness. This article explores some of the long term implications of such decisions and the professional responsibility for the results. A fresh look at the morality of decision making appears urgent. (Author)

(1507) Mazer, Gilbert E., and Engle, Kenneth B. PERSONALITY AND ATTITUDE CHANGE IN COUNSELOR TRAINEES: AN EVALUATION. Counselor Education and Supervision. 1971, 10(3), 273-281.

Subjects participated in a 38 week Guidance Institute designed to prepare secondary counselors to work with disadvantaged youth. The authors concluded that the Institute had a highly significant impact on the personal development of participants and that the Institute was more efficient than the regular program in eliciting such change. (Author)

(1508) Meir, Elchanan I., and Friedland, Nehemia. THE RELATIONSHIP BETWEEN INTRINSIC-EXTRINSIC NEEDS AND OCCUPATIONAL PREFERENCES. Journal of Vocational Behavior, 1971, 1(2), 159-160.

A sample of 80 boys and girls attending the 12th grade of academic high schools in Israel was asked to rank five occupations according to their individual preferences. A positive correlation was found between the occupational preference ranking and the intrinsic but not the extrinsic needs. (Author)

(1509) Menne, Joy M. Cadiz, and Sinnett, E. Robert. PROXIMITY AND SOCIAL INTERACTION IN RESIDENCE HALLS. Journal of College Student Personnel, 1971, 12(1), 26-31.

Since study results indicate that the most intimate, meaningful social relationships develop within the residence hall, perhaps the residence hall system can provide for intellectual stimulation along with maximal opportunities for personal-social growth and the handling of developmental tasks of late adolescence. (Author)

(1510) Merideth, Elizabeth, and Merideth, Robert. ADULT WOMEN'S EDUCATION: A RADICAL CRITIQUE. Journal of National Association of Women Deans and Counselors, 1971, 34(3), 111-120.

The authors propose alternative measures to meet the needs of women in universities. Individual efforts by individual women must be facilitated by social innovation brought about by radical experiments with alternative living arrangements and open universities. (BY)

(1511) Mermis, William L., Jr. BIBLIOGRAPHY OF GROUP LITERATURE. Personnel and Guidance Journal, 1971, 49(8), 652-656.

This brief article contains classified listings, without annotations, arranged according to the consumer; groups and their procedures; and general information on group work. (CJ)

(1512) Meskill, Victor P. SUCCESS OF ACADEMIC FAILURES. Journal of National Association of College Admissions Counselors, 1971, 15(4), 15-17.

The process of readmission of academically troubled students should be subjected to extensive critical analysis. The human

resources represented by the college academic dropout, often overlooked in the past should be reclaimed and channeled into productive areas. (Author)

(1513) Messer, Stanley. REFLECTION-IMPULSIVITY: STABILITY AND SCHOOL FAILURE. Journal of Educational Psychology, 1970, 61(6), 487-490.

The stability of the cognitive disposition of children to be impulsive or reflective was studied over a two and a half year period. Children who failed a grade were discovered to be significantly more impulsive than their peers, but highly comparable in verbal intelligence. Some possible reasons for the decrease of stability over time might include a differential growth of anxiety over error and the effects of modeling. (Author)

(1514) Messick, Samuel, and Anderson, Scarvia. EDUCATIONAL TESTING, INDIVIDUAL DEVELOPMENT, AND SOCIAL RESPONSIBILITY. Counseling Psychologist, 1970, 2(2), 80-87.

This article is a response to an article in a previous issue by Robert L. Williams on unfairness in testing blacks with existing instruments. This paper discusses (1) testing as systematic inquiry, (2) the question of bias, (3) test use, and (4) the consequences of not testing. (CJ)

(1515) Messing, Jeffrey, and Elliott, Jacob J. GAME PLAYING TECHNIQUES IN SECONDARY SCHOOL COUNSELING GROUPS. National Catholic Guidance Conference Journal, 1971, 15(3), 176-199.

Games are described as techniques for structuring a group situation to assist in acquiring cohesiveness. Discussed briefly are the "Who Am I Game," the "Lemon Game," the "Face the Wall Game," and "Would This Person Game." (Author/CJ)

(1516) Meyer, John W. HIGH SCHOOL EFFECTS ON COLLEGE INTENTIONS. American Journal of Sociology, 1970, 76(1), 59-70.

In order to extend sociological thinking about socialization in secondary schools, the author has tested the contention that the social status of a high school independently affects the college-going intentions of its students, using data from a 1955 sample of students in 518 American high schools. (Author)

(1517) Miller, Arnold L. TREATMENT OF A CHILD WITH GILLES DE LA TOURETTE'S SYNDROME USING BEHAVIOR MODIFICATION TECHNIQUES. Journal of Behavior Therapy and Experimental Psychiatry, 1970, 1(4), 319-321.

Described is the use of behavioral modification techniques in the specified condition, wherein the child's parents and teachers were used as aids in carrying out the therapy. The main feature of the technique was rewarding non-performance of the undesirable behavior. (Author)

(1518) Miller, Dean F. RECENT LITIGATIONS RELATING TO THE SCHOOL HEALTH SERVICES. Journal of School Health, 1970, 40(10), 526-527.

Every school administrator and health educator with interest and responsibility in administration of the school health services should keep abreast of recent court decisions. Presented are several example cases recently decided. (Author/CJ)

(1519) Miller, Gary M. A STUDY OF ATTITUDE CHANGES VIA SENSITIVITY TRAINING GROUPS. Journal of Student Personnel Association for Teacher Education, 1971, 9(2), 47-50.

While participation in one of three varied forms of sensitivity training influenced only three of eight measured concepts and resulted in minimal attitudinal changes in two of the groups, it may be concluded that sensitivity training offers one avenue of helping teachers understand themselves and their individual students. (Author/CJ)

(1520) Miller, Theodore K.; and Others. HIGH RISK STUDENTS IN JUNIOR COLLEGE: A SPECIAL PROGRAM. Personnel and Guidance Journal, 1971, 49(7), 537-543.

The college student who is considered a "high academic risk" offers to teachers, counselors, and curricula a great challenge. The results of Project SPEED, representing one attempt to do something with high risk students, strongly suggests that developmental programs can have a measurably positive influence upon their participants. (Author)

(1521) Million, Guy P. MANPOWER TRAINING GOES TO COLLEGE. American Education, 1970, 6(9), 23-25.

In freeing MDTA from project-by-project funding so that manpower students could participate in the full range of the college's vocational offerings, the Denver Community College was designated a manpower skills center. Reasons for this juncture are discussed. (BY)

(1522) Mills, David H. COUNSELING IN THE CULTURE CYCLE. FEELING OR REASONS? Personnel and Guidance Journal, 1971, 49(7), 515-522.

Changes in the student subculture are seen as changes from affective predominance to cognitive predominance. The article examines the implications these changes have for counseling and counseling techniques, i.e., that the counselor is a translator of one cultural style to the other, and his tools are different in an affectively based culture from what they would be in a cognitively based one. (Author)

(1523) Mitzel, M. Adele. EFFECT OF SPECIFIC EXPERIENCES ON TEST RETEST CORRELATIONS. Measurement and Evaluation in Guidance, 1971, 3(4), 225-230.

This study was concerned with the effect of experiences with test-type problems on the test performance of Negro children from a low socioeconomic area. When subjects are tested on material on which it cannot be assumed they have had equal prior exposure, first scores are less stable and typical. (Author)

(1524) Mock, Kathleen Ranlett. THE POTENTIAL ACTIVIST AND HIS PERCEPTION OF THE UNIVERSITY. Journal of Applied Behavioral Science, 1971, 7(1), 3-13.

Viewing political and social attitude variables, the study indicated that personalities of students supporting the Free Speech Movement at Berkeley resembled those of participants in the movement. The role of the psychologist in campus conflicts is introduced, and implications of the potential activist profile for university policy planning are suggested. (BY)

(1525) Moerk, Ernst, and Becker, Penelope. ATTITUDES OF HIGH SCHOOL STUDENTS TOWARD FUTURE MARRIAGE AND COLLEGE EDUCATION. Family Coordinator, 1971, 20(1), 67-73.

High school students were asked to judge what the optimal ages for marriage and child bearing would be, college plans, and the importance they attributed to higher education. Conflicts between future plans and actual life chances of these students and the consequences of this conflict for the individual were considered. Social reforms needed to keep up with the trends in values and expectations of lower class youth were discussed. (Author)

(1526) Moomaw, Robert C., and MacGuffie, Robert A. IMPLICATIONS FOR CURRICULUM DEVELOPMENT FOR REHABILITATION AND SCHOOL COUNSELORS.

Counselor Education and Supervision, 1971, 19(2), 180-184.

The need for closer working relationships between the two branches of counseling emphasize the need to appraise present curricula in order to identify areas of overlap. The relationship should be improved in practice if they share mutual courses in graduate school, in order to establish the commonality of the two branches of counseling as being representatives of the helping profession whose main concern is the well being of the client. (Author)

(1527) Moore, Gilbert D., and Margolis, Gary. A REVIEW OF THE LEADERSHIP TRAINING INSTITUTE FOR PUPIL PERSONNEL SERVICES. Counselor Education and Supervision, 1971, 10(3), 219-232.

The authors present an overview of the purposes for the Leadership Training Institute and implications drawn from the Workshop. The article is followed by comments by James W. Moore, Chief, Bureau of Guidance, New York State Education Department; Mitchell Salim, Coordinator of Pupil Personnel Services, Rochester, New York; and Anthony C. Riccio, Professor of Education, The Ohio State University, Columbus. (BY)

(1528) Moore, James E., and Kendall, Diane G. CHILDREN'S CONCEPTS OF REPRODUCTION. Journal of Sex Research, 1971, 7(1), 42-61.

Results of this study provide little support for either Freudian or Piagetian theorizing about what the young child thinks of reproduction. Implications for sex education and reproduction information are presented. (Author/CJ)

(1529) Moos, Rudolf H., and MacIntosh, Shirley. MULTIVARIATE STUDY OF THE PATIENT THERAPIST SYSTEM: A REPLICATION AND EXTENSION. Journal of Consulting and Clinical Psychology, 1970, 35(3), 298-306.

Each of six patients saw each of four therapists twice. Each of four variables was scored separately for patient and therapist for each interview. Results indicate that therapist behaviors were not the result of a "trait," of a given tendency to be empathic, or of a consistently applied therapeutic technique, but rather were very substantially situationally or patient determined. (Author)

(1530) Morgan, Lewis B. AT LEAST TALK TO EACH OTHER. Personnel and Guidance Journal, 1971, 49(5), 390-393.

A counselor describes his attempt to bridge the "generation gap" at a small, rural high school, not only between faculty and students, but between older traditionalists and younger members of the faculty. (CJ)

(1531) Morgan, Philip W. THE STUDENT HEALTH OPPORTUNITIES PROGRAM. National Catholic Guidance Conference Journal, 1971, 15(3), 196-199.

The aim of the program is to interest urban high school youth in pursuing a post secondary health related education. Counselors can utilize the information provided to them by students who have participated in order to provide authoritative health career information to other interested students. (Author/CJ)

(1532) Morrill, Weston H., and Forrest, David J. DIMENSIONS OF COUNSELING FOR CAREER DEVELOPMENT. Personnel and Guidance Journal, 1970, 49(4), 299-305.

Four types of career counseling are described: (1) a traditional vocational counseling approach which helps the client with a specific decision; (2) an approach that teaches decision making skills; (3) an approach that views career development as a process rather than an endpoint; and (4) an approach that focuses on creating the ability to utilize one's own strengths to achieve self-determined objectives. (Author)

(1533) Morrill, Weston H.; and Others. EDUCATIONAL AND VOCATIONAL INTERESTS OF COLLEGE WOMEN. Vocational Guidance Quarterly, 1970, 19(2), 85-88.

The amount of variance in the relationship between measures of educational and vocational interests leads to a quandary about how to counsel students. Counselors should be aware that interest scores provide clients with only one source of information necessary for the decision process. (Author)

(1534) Morton, Luis M., Jr. IT'S TIME TO PAINT OR GET OFF THE LADDER. American Vocational Journal, 1971, 46(3), 18-20.

This article presents a critical view of vocational education as a productive system, and suggests that the time is gone for continued reexamination of the past. Current problems in society as well as in educational delivery systems must be examined and solutions to educating students who can be placed in legitimate jobs must be found and implemented. Suggested are several guidelines for designing programs which meet the problems of advancing technology. (CJ)

(1535) Morton, Richard K. THE ROAD TO LEARNING: EDUCATION AS INVOLVEMENT. Improving College and University Teaching, 1970, 18(2), 88.

Education involves the learner with his own potential, with the values of ideas, with people and human affairs and these involvements are basic to the individual's growth and effectiveness. (IR)

(1536) Moses, Harold, and Delaney, Daniel J. STATUS OF SCHOOL PERSONNEL. Journal of Student Personnel Association for Teacher Education, 1971, 9(2), 41-46.

On a rated hierarchy of 18 positions within a school system, graduate students rated the counselor as sixth, below teachers. However, this ranking, after further analysis, indicated little influence upon counselor prestige which was relatively high. (CJ)

(1537) Moulin, Eugene K. THE EFFECTS OF CLIENT CENTERED GROUP COUNSELING USING PLAY MEDIA ON THE INTELLIGENCE, ACHIEVEMENT, AND PSYCHOLINGUISTIC ABILITIES OF UNDERACHIEVING PRIMARY SCHOOL CHILDREN. Elementary School Guidance and Counseling, 1970, 5(2), 85-95.

If underachieving primary school children interact with other children and a counselor over a period of time using play media in a group counseling situation that provides mutually interesting experiences and, if the children's behavior is rewarded appropriately by the counselor and other children, these children will increase their nonlanguage functioning, and various aspects of their meaningful language usage. Counselor educators should plan curriculum accordingly. (Author/CJ)

(1538) Mowrer, O. Hobart. TEACH IN, MAY 7, 1970. Journal of National Association of Women Deans and Counselors, 1971, 34(2), 68-71.

The author reflects on problems of communication in our society today and makes a plea for: (1) social planning to insure the availability of gainful employment; and (2) a reduction of personal alienation to increase life's significance and value. (BY)

(1539) Munschauer, John L. A VISIT MAKES THINGS COME ALIVE. Journal of College Placement, 1971, 31(3), 82-86.

The author describes impressions gained from visitations to employers at their expense, which helped him understand the employment scene without preconceived notions. As a result, he was better able to serve the college graduates seeking employment. (CJ)

(1540) Muro, James J. and Dinkmeyer, Don. COUNSELING PROCESS AS A FUNCTION OF COUNSELOR LEADS. Elementary School Guidance and Counseling, 1971, 5(3), 173-179.

This paper presents the use of counselor leads in the theory of child counseling as developed by Kinkmeyer (1965) and suggests what might happen when different leads are employed in different phases of the counseling model. (Author)

(1541) Myren, James H. HEALTH EDUCATION THROUGH PARENT PARTICIPATION: IT'S HAPPENING NOW. Journal of School Health, 1971, 41(4), 217-219.

A model has been established for parent involvement to develop health education curricula. (Author)

(1542) Myrick, Robert D. THE CHALLENGE OF COMMUNICATION FOR THE ELEMENTARY SCHOOL COUNSELOR-CONSULTANT. National Catholic Guidance Conference Journal, 1971, 15(2), 114-119.

The counselor should act in such a way that communication and consultation result in a more effective learning climate for both teachers and pupils. The counselor should be a selective listener and a selective responder, serve as a resource person, and work with other school staff. (Author/CJ)

(1543) Myrick, Robert D., and Haldin, William. A STUDY OF PLAY PROCESS IN COUNSELING. Elementary School Guidance and Counseling, 1971, 5(4), 256-265.

This study suggests that elementary school counselors can bring about positive changes in a child and his classroom behavior by providing a positive relationship and an environment where the child can explore his ideas and feelings through his most natural medium of expression, that of play. (Author)

(1544) Neel, Elsie O. PREPARING STUDENTS FOR EMPLOYMENT. School Counselor, 1971, 18(4), 294-296.

This article briefly describes an occupational workshop for high school students, which, during the course of its eight sessions, focused on choosing a job, locating a job, applying for and keeping a job, and changing jobs. (CJ)

(1545) Neil, Thomas C. SOME POST-MORTEM FEELINGS ON JOB-HUNTING AT THE 1970 APGA CONVENTION. Personnel and Guidance Journal, 1971, 49(7), 533-535.

The author briefly presents his feelings on the availability of jobs and on procedures by which these jobs might be obtained at a national convention. (BY)

(1546) Nelson, Carl M., and Creamer, Don G. MAXI-RAP '70. Phi Delta Kappan, 1971, 52(7), 436-437.

This article describes a full-day talk session at El Centro College, Dallas, involving, on a voluntary attendance basis, all segments of the academic community from administration and faculty to students, parents and community leaders. A brief review of organization and outcomes is presented. (CJ)

(1547) Nelson, Deane D., and Litherland, Ronald L. REQUIRED COUNSELING: DOES IT HAVE MERIT? Personnel and Guidance Journal, 1970, 49(4), 317-318.

This brief report discusses a college project which called for all class students to visit a counselor and report on the experience. Attitudes expressed were generally favorable. (CJ)

(1548) Nelson, Howard F. WHICH WAY INDUSTRIAL ARTS IN THE '70'S? School Shop, 1970, 30(4), 35-36.

This brief article describes how to teach important concepts through industrial arts that will make a substantial contribution to the future occupational preparation or adjustment of students. (GR)

(1549) Nelson, Richard C. THE COUNSELOR AS CHANGE AGENT. Elementary School Guidance and Counseling, 1971, 5(3), 213-218.

By being innovative himself through demonstrating, modeling, or through constructive use of videotaping, for example, the counselor provides the kind of leadership upon which change depends. Whether he attempts to produce genuineness, self actualization, or greater personal control, he is attempting to produce change. (Author)

(1550) Nelson, Richard C. A PREKINDERGARTEN ORIENTATION PROGRAM. Elementary School Guidance and Counseling, 1970, 5(2), 135-139.

This article discusses a familiarization program for children and their parents which involved a parent coffee hour, individual parent counselor meetings, home visitations, group counseling meetings with the children, and housing project meetings – all part of an effort to make children and parents feel that the school was interested in the development of each child. (CJ)

SPECIAL ISSUE
WOMEN'S ROLES, LABELS AND STEREOTYPES
Journal of the National Association of Women Deans and Counselors
Spring 1971

(1551) Nelson, Richard C., and Muro James J. COUNSELORS CHOOSE COUNSELING AND CONSULTING. Elementary School Guidance and Counseling, 1971, 5(4), 296-300.

This column presents the results of a time use survey which clearly suggests that counselors who are free to build their own approaches choose both counseling and consulting. (Author)

(1552) Nicholas, Charles F. VOCATIONAL EDUCATION FOR THE DISADVANTAGED: SEVEN YEARS LATER. American Vocational Journal, 1970, 45(8), 21-23.

Suggests a number of reasons for failure of vocational-technical education to meet the needs of the disadvantaged. Must establish priorities to change this situation. (SB)

(1553) Nielsen, Sandra. A COUNSELOR'S EVALUATION OF A BLACK WHITE CONFRONTATION GROUP CONDUCTED WITHIN A HIGH SCHOOL. California Personnel and Guidance Association Journal, 1970, 3(1), 20-26.

In response to heightening racial tensions in their school, the counselors proposed a Black White Discussion Group which met weekly to "rap" together. This group was equally divided racially and sexually, with trained black and white leaders and a counselor from the high school. Response of the participants appears to have been positive. (CJ)

(1554) Nisbet, Robert A. THE UNIVERSITY HAD BETTER MIND ITS OWN BUSINESS. Psychology Today, 1971, 4(10), 22-37.

The author, a university sociologist, declares that the university is "sitting on greasy skids," and only a return to its primary business of teaching and scholarship can save the system. To survive as a community of ideas, the university must turn

away from democracy and back toward authority, and must forego the scramble for "relevance." (Author)

(1555) Noland, Robert L. DAMAGING INFORMATION AND THE COLLEGE APPLICATION. Personnel and Guidance Journal, 1971, 49(7), 544-554.

The attitudes of counselors and college deans were studied to determine how they use information about a nonacademic personality problem, or sexual or legal misbehavior in a college admissions procedure. The author raises questions regarding the rationale, ethics, and legal basis of the behavior of counselors and admissions deans. (BY)

(1556) Nystrand, Raphael O. HIGH SCHOOL STUDENTS AS POLICY ADVOCATES. Theory Into Practice, 1969, 8(4), 273-276.

Today's students, more than students of any other period, are determined to have a say in the decision making process in their schools. (CK)

(1557) O'Banion, Terry. PURPOSES OF COLLEGE AND UNIVERSITY STUDENT PERSONNEL WORK. National Association of Student Personnel Administrators Journal, 1971, 8(3), 206-212.

Purposes of student personnel work should be stated in specific behavioral goals for students arrived at through staff and student interaction. Without specific direction student personnel work will continue to lumber along, an anachronistic appendage in higher education, until some educational crisis forces its whimpering demise. (Author)

(1558) O'Banion, Terry; and Others. STUDENT PERSONNEL WORK: AN EMERGING MODEL. Journal College Journal, 1970, 41(3), 6-14.

Current conceptions of the student personnel worker's role as that of regulator, "service" man, or therapist must be replaced if the profession is to be responsive to the new emphasis on individual student development. New roles and functions will require greater involvement and initiative in relationships with the administration and community, as well as with individual students. (JO)

(1559) Ochberg, Frank M., and Trickett, Edison J. ADMINISTRATIVE RESPONSES TO RACIAL CONFLICT IN A HIGH SCHOOL. Community Mental Health Journal, 1970, 6(6), 470-482.

The impact of a high school riot on the ecology of the school is studied from the perspective of the vice principal. Administrative responses were shaped by the organizational history of the school and by relationships among various groups both outside and inside the school: faculty, students, superintendent, Board of Education, black community, and white community. Some implications for the Community Mental Health Consultant are discussed. (Author)

(1560) Ogren, Evelyn H. FAMILY DYNAMICS FOR PARA-PROFESSIONAL WORKERS. Family Coordinator, 1971, 20(1), 11-16.

Utilization of workers without professional training in the field of human services as "paraprofessionals' has been encouraged by a shortage of professionals and the need for more efficient use of highly trained personnel. This paper describes a program designed to help paraprofessional workers become an integral part of a comprehensive health care team. (Author)

(1561) Ohlsen, Merle. REACTION TO COULSON'S PAPER. Counseling Psychologist, 1970, 2(2), 38-42.

In response to article by William Coulson in this issue the author is in general agreement with the points made by Coulson, but expresses the wish that Coulson had also discussed what differentiates encounter groups from other techniques and the professional training needed to prepare them adequately. (CJ)

(1562) Olson, David H. MARITAL AND FAMILY THERAPY: INTEGRATIVE REVIEW AND CRITIQUE. Journal of Marriage and the Family, 1970, 32(4), 501-530.

A system framework is presented for categorizing the various clinical approaches in marital and family therapy. Several ways of bridging the professional gap between therapists and researchers are suggested. Recommendations for interdisciplinary borrowing are indicated and exemplary projects giving new direction to the fields are discussed. (Author)

(1563) Omvig, Clayton P. EFFECTS OF GUIDANCE ON THE RESULTS OF STANDARDIZED ACHIEVEMENT TESTING. Measurement and Evaluation in Guidance, 1971, 4(1), 47-52.

The findings of this study suggest that the results of the standardized achievement testing were related to the motivational and teaching activities that were carried out prior to the testing. (Author)

(1564) Onder, James J. PERSONAL CHANGE THROUGH SELF-CONFRONTATION. Educational Broadcasting Review, 1970, 4(4), 23-32.

Explains how videotapes made during therapy sessions are beneficial in guiding patients to a realistic perception of themselves, which changes their reaction to others. (AA)

(1565) Orpen, Christopher. THE EFFECT OF CULTURAL FACTORS ON THE RELATIONSHIP BETWEEN PREJUDICE AND PERSONALITY. Journal of Psychology, 1971, 78(First Half), 73-79.

The results of the present study support the hypothesis that prejudice is not closely related to personality in settings where "prejudice" is an approved norm. They also make clear the fact that the "expressive" theories of prejudice, which conceive of prejudice as having a close functional relationship with deeper personality trends, do not hold up well in a relatively "authoritarian" climate. (Author)

(1566) Ortego, Philip D. SCHOOLS FOR MEXICAN-AMERICANS: BETWEEN TWO CULTURES. Saturday Review, 1971, 54(16), 62.

What continues to characterize Mexican Americans is the fact that most of them have a limited and inadequate education. They are beginning to reject the assimilationist concepts of American education. Most see the need for the bilingual, bicultural school as the most pressing issue in Mexican American education. (Author/BY)

(1567) Osipow, Samuel H., and Scheid, August B. THE EFFECT OF MANIPULATED SUCCESS RATIOS ON TASK PREFERENCE. Journal of Vocational Behavior, 1971, 1(1), 93-98.

The hypothesis that success influences task preferences was tested. Results supported the hypothesis: the probability of change in task preference was greatest under high success reinforcement ratio conditions. (Author)

(1568) Ottenheimer, Lilly. UNCONSCIOUS FACTORS IN CHOICE OF A MATE. Medical Aspects of Human Sexuality, 1971, 5(3), 130-143.

If the selection of a spouse is based on the unconscious wish to

correct disturbances which previously existed in the parent child relationship, the marriage is threatened from the start. This article examines motivations derived from early developmental phases which form convictions which later become the nucleus for mate choice. (Author/CJ)

(1569) Painter, Edith G. WOMEN: THE LAST OF THE DISCRIMINATED. Journal of National Association of Women Deans and Counselors, 1971, 34(2), 59-61.

This article recounts briefly the history of women's rights and attempts to show statistically the lack of gains actually made by women in entering positions in higher education today. (BY)

(1570) Pallone, Nathaniel J.; and Others. EMPHASES IN JOB SATISFACTION RESEARCH: 1968-1969. Journal of Vocational Behavior, 1971, 1(1), 11-28.

This review of job satisfaction research concludes that some findings were: (1) the Minnesota theory of work adjustment promises to provide theoretical constructs useful in understanding vocational behavior; (2) insufficient evidence is reported to support "two factor" theory; (3) little evidence suggests that entering an occupation congruent with one's measured interests yields job satisfaction; (4) salary is reported in several studies to be an important component of satisfaction; (5) relatively few personality traits are reported to relate to job satisfaction. (Author)

(1571) Palmer, Francis H. SOCIOECONOMIC STATUS AND INTELLECTIVE PERFORMANCE AMONG NEGRO PRESCHOOL BOYS. Developmental Psychology, 1970, 3(1), 1-9.

No intellectual differences were found by socioeconomic status among Negro children up to age three years and eight months, when sampling procedures and adaptation to the testing situation were controlled. (MH)

(1572) Parrish, John B. COLLEGE WOMEN AND JOBS: ANOTHER LOOK AT THE 1970'S. Journal of College Placement, 1971, 31(4), 34-40

Statistics show women made little professional progress either in work or training in the 1960's. The author sees ahead a strong possibility of non-traditional careers. (Author)

(1573) Parsons, Talcott, and Platt, Gerald M. AGE, SOCIAL STRUCTURE, AND SOCIALIZATION IN HIGHER EDUCATION. Sociology of Education, 1970, 43(1), 1-37.

Socialization of affective and moral components of the personality is usually conceived of as completed by the end of adolescence. In contrast, this paper analyzes certain aspects of undergraduate college education which constitute a new level of socialization; although to a degree previously extant, it never before involved such a mass population base. (Author)

(1574) Passons, William R. STUDENT SATISFACTION AS PERCEIVED BY THREE GROUPS OF UNIVERSITY PERSONNEL. Journal of College Student Personnel, 1971, 12(2), 126-129.

The purpose of this study was to investigate the accuracy with which student affairs personnel, residence advisors, and faculty members can predict student satisfaction through the student's frame of reference. The principal finding was that, in general, these three groups were able to predict student satisfaction with the administration, faculty, and students. (Author)

(1575) Patrick, Donald L., and Richardson, Lana R. A PRACTICAL PLAN FOR EVALUATING YOUR SCHOOL GUIDANCE PROGRAM. Elementary School Counselor, 1970, 4(2), 6-7.

Suggested steps offered include: (1) deciding on specific measurable objectives and tying them to the entire evaluation model; (2) administering a Pupil Self-Appraisal form on a pre-posttest basis in order to obtain the impact of the guidance program on helping children toward the program objectives; (3) maintaining the interview card for all counseling contacts to provide a summary of time usage and nature of problems seen; and (4) using pre and post sociograms to determine results of individual or group counseling efforts. The author cautions the reader to be sure that the evaluation is focusing on those actually reached by the guidance services offered. (Author/CJ)

(1576) Patzau, Christine. AN EXPERIMENT IN GROUP GUIDANCE WITH THE WHOLE CLASS. Elementary School Guidance and Counseling, 1971, 5(3), 205-213.

Not only did the group sessions enable the counselor to become acquainted with more students, but it provided the opportunity for students to express themselves openly and to become less hesitant about seeking individual help from counselors and teachers. (CJ)

(1577) Pautler, Albert J. OCCUPATIONAL CURRICULUM DEVELOPMENT. Journal of Industrial Teacher Education, 1970, 7(5), 51-58.

Describes a practical approach to occupational curriculum development with a high priority assigned to the writing of educational objectives. (GR)

(1578) Pearce, Janice. THE ROLE OF EDUCATION IN COMBATING DRUG ABUSE. Journal of School Health, 1971, 41(2), 83-88.

To meet the challenge of the current drug phenomenon it will be necessary to humanize the approach to youth, to aim with curricula and methodology at the social, emotional, and spiritual dimensions of the individual as well as at the biological and intellectual dimensions. (Author)

(1579) Pearson, Richard E. SELF-DESCRIPTION AND PREFERENCE FOR VARIOUS EDUCATIONAL SPECIALTIES AMONG COUNSELOR TRAINEES. Counselor Education and Supervision, 1971, 10(2), 159-164.

Investigated were differences in self-description, obtained by using the Osgood Semantic Differential Technique, between counselor-trainees indicating first occupational preference for counseling and those indicating preference for an educational specialty other than counseling (teaching, administration, school psychology). The two groups were also compared in terms of degree of similarity between their individual self description and their descriptions of each of the specialty groups. In terms of magnitude of difference between self-description and descriptions of the various specialists, the non-counseling specialty preferred group describes itself as resembling counselors least. (Author)

(1580) Pellegreno, Dominick D. THE CLASS IS A GROUP. National Catholic Guidance Conference Journal, 1971, 15(3), 157-162.

Presented is a rationale accompanied by specific techniques and concepts for counselor use when consulting with teachers about classes as groups. (Author)

(1581) Pesci, Frank B. THE OMBUDSMAN CONCEPT IN THE TWO-YEAR COLLEGE. Junior College Journal, 1971, 41(8), 30-32.

The ombudsman protects the individual citizen from abuses at the hands of public officials, receives and investigates complaints from citizens, and recommends immediate remedial action. The present survey shows, however, that other than in California and Oregon, there seems to be little interest in the ombudsman concept among large public junior colleges. (Author)

(1582) Pesqueira, Richard E., and White, Daniel E. CAREERS, COUNSELING AND THE UNIVERSITY. Journal of College Placement, 1971, 31(4), 26-33.

Students deserve the commitment of a full time placement office that is an integral part of the institution, a place where they can be counseled on all options open to them. (Author)

(1583) Peters, Herman J. VOCATIONAL GUIDANCE: THEORY AND PRACTICE. Man/Society/Technology – A Journal of Industrial Arts Education, 1970, 30(2), 52-55.

Describes five vocational guidance theories and suggests that industrial arts teachers are in a unique position to re-assert the value of work and its benefits through teacher-counselor teamwork to their students. (GR)

(1584) Peterson, Barbara G. MEDIATION IN THE CLASSROOM. Personnel and Guidance Journal, 1971, 49(7), 558-561.

Active intervention by pupil personnel specialists can be helpful in improving classroom learning environments where conflicts build up between teacher and pupils. The author describes a program whereby the counselor or psychologist becomes the facilitator in a problem solving process; the teacher and students confront their difficulties and work toward a mutually agreeable solution. (Author/BY)

(1585) Peterson, Barbara G. SCHOOL READINESS TRAINING AT HOME: A CASE STUDY. California Personnel and Guidance Association Journal, 1971, 3(2), 66-68.

Behavior changes which improve school performance can be facilitated by cooperative efforts of elementary counselors and parents. Through modeling procedures and brief instruction in the principles of behavior modification, parents can be trained to systematically reinforce behavior which facilitates learning. (Author)

(1586) Peterson, Barbara G. THE TEACHER EFFECTIVENESS PROGRAM. Journal of Student Personnel Association for Teacher Education, 1971, 9(3), 71-75.

Teacher Effectiveness Training makes the ideal of democratic problem solving workable; the program offers teachers the opportunity to learn skills of communication which will increase their effectiveness in reaching problem learners, in leading relevant classroom discussions, and in resolving classroom management problems. (Author)

(1587) Peterson, Barbara G. TEAMWORK FOR A CHANGING SOCIETY. Man/Society/Technology – A Journal of Industrial Arts Education, 1970, 30(2), 49-51.

Suggests a counseling effort that should be established between school counselors and industrial arts teachers to offer more adequate occupational and educational guidance to students interested in technical fields. (GR)

(1588) Peth, Peter R. A CRITICAL EXAMINATION OF THE ROLE AND FUNCTION OF THE NONPROFESSIONAL IN REHABILITATION. Rehabilitation Counseling Bulletin, 1971, 14(3), 141-149.

Several questions raised by the research on the use of aides are: (1) would adequately trained nonprofessionals be accepted by clients and/or employers? (2) what implications does the use of aides hold for professional training?; and (3) is a composite, applied theory of nonprofessional practice possible? (Author/CJ)

(1589) Pettigrew, Harry W. BAIL AND THE ARRESTED UNIVERSITY STUDENT. College and University, 1971, 46(3), 211-219.

The objective of this article is to describe an alternative to the financial bail system for the arrested transient college student. Several jurisdictions have developed bail projects to ameliorate the economic and constitutional problems inherent in financial bail. The purpose is to provide the judicial machinery with verified information on the accused's community ties so that where an idigent person is evaluated to be a good risk he may be released on his own word that he will return for trial, that is, released on his own recognizance (ROR). Presented are steps a community should take to ensure adequate help to students so they may await trial without being held in prison, often for months. (Author/CJ)

(1590) Pfeil, Mary Pat. EVERYBODY'S SOMEBODY. American Education, 1969, 5(10), 21-24.

A summer program in which teenagers from institutions are tutors to younger institutionalized children is described. (DB)

(1591) Picou, J. Stevens; and Others. OCCUPATIONAL PROJECTIONS OF LOUISIANA BLACK HIGH SCHOOL SENIORS. Education and Urban Society, 1970, 2(4), 459-468.

Contrasts the occupational aspirations and expectations of 264 black male and female urban high school seniors and 157 rural high school seniors. (JM)

(1592) Pielstick, N. L. THE APPROPRIATE DOMAIN OF THE SCHOOL PSYCHOLOGIST. Journal of School Psychology, 1970, 8(4), 317-321.

The "appropriate domain" is a function of the competencies and interests of the psychologist, the characteristics of the situation in which he works, and the effects of the interaction between the two. Comments follow by Marcia Shaffer and Patricia Hewitt, School Psychologists; Merle L. Meacham, University of Washington, Seattle; and Richard H. Kicklighter, Georgia State Department of Education. (Author/CJ)

(1593) Pieschel, Father Paul S. M. THE BERGAMO "NOW" PROGRAM. National Catholic Guidance Conference Journal, 1971, 15(3), 192-195.

The "NOW" program attempts the development of the basic skills for personal growth in young people. In developing the skills for personal and community relationships, the program aims at individual renewal and institutional reform. (Author)

(1594) Pietrofessa, John J. GROUP WORK IN THE ELEMENTARY SCHOOL GUIDANCE PROGRAM. National Catholic Guidance Conference Journal. 1971, 15(2), 121-125.

Several group projects are reviewed which suggest that group work, if well planned and continuous, can be a valuable tool for both trained teachers and counselors in their performance of the guidance and counseling functions, respectively. (CJ)

(1595) Pipiel, Elda S. EVALUATION OF THE CONTINUING EDUCATION COURSE--NEW PERSPECTIVE IN COLLEGE HEALTH NURSING. Journal of American College Health Association, 1971, 19(3), 169-173.

Evaluation of a six-week course showed that the course changed the nurse's idea of her role as a college health nurse and of her potential for improving the health care of college student's however, "the system" does not always allow her the necessary freedom to effect change. (Author)

(1596) Plumb, William, and Von Loewenfeldt, Paula M. STUDENT PARTICIPATION IN STUDENT HEALTH PROGRAMS. Journal of American College Health Association, 1971, 19(3), 174-176.

Communication between a student health service and the student it serves is essential in delivering effective health care. Student health service administration contact with the students is necessary. (Author/BY)

(1597) Pollock, Marion B. MOOD-ALTERING SUBSTANCES: A BEHAVIOR INVENTORY. Journal of Educational Measurement, 1970, 9(3), 211-212.

Described is a test designed to appraise the knowledge and actual practice of high school graduates concerning the use of mood-altering substances. (Author)

(1598) Priest, Robert F. WHY COLLEGE STUDENTS FAVOR GRADING REFORMS. Journal of College Student Personnel, 1971, 12(2), 120-125.

In this study it was found that student attitudes toward grading policy at the university are not closely related either to their aspiration for grades or to their actual grade achievement. The evidence suggests that a majority of students favor pass or fail grading because they dislike competition, tests, and study. (Author/BY)

(1599) Prueske, Eleanor C. RELATIONSHIP BETWEEN HOSTILITY AND HEALTH PROBLEMS IN COLLEGE STUDENTS. Journal of School Health, 1971, 41(3), 143-146.

This experimental study investigated several factors as they relate to hostility; health problems, displacement, life stress situations, participation in recreational activities, viewing of violence via movies and television, sex, major field of study, and year in school. (Author)

(1600) Ravekes, John E. DEVELOPMENT AND EVALUATION OF ESSEX COMMUNITY COLLEGE'S REVISED ACADEMIC ADVISING SYSTEM. National Association of Student Personnel Administrators Journal, 1971, 9(4), 237-241.

Because higher education is a relatively complex system of experiences designed to provide students with opportunities to achieve a variety of individual goals, the student personnel office must accumulate and develop information in the areas of educational planning and vocational opportunities so it is readily available for student use. Professionally trained advisors must be available to assist students in the use of such information. (Author/CJ)

(1601) Ream, Charles. YOUTH CULTURE: HUMANITY'S LAST CHANCE. Personnel and Guidance Journal, 1971, 49(9), 699-704.

The author discusses aspects of the youth culture and concludes that counselors must reject the sanctimonious supremacy called adult chauvinism and try to communicate with the young. Youth might be looked to in order to intuit cultural adaptations that will increase chances that the human species will remain viable. (Author/BY)

(1602) Reifler, Clifford B. EPIDEMIOLOGIC ASPECTS OF COLLEGE MENTAL HEALTH. Journal of American College Health Association, 1971, 19(3), 159-163.

This paper summarizes information available on the prevelence of emotional disorder in the college experience. Data on characteristics of users point toward the increasingly recognized importance of social affiliations, not only on mental health states but upon disposition to seek professional services. (Author/BY)

(1603) Reynolds, James O. DAYTON GANGS UP ON CAREER ORIENTATION. School Shop, 1970, 30(1), 45-50.

Presented is a rather extensive structural outline of an interdisciplinary career orientation program for junior high schools. (GR)

(1604) Rhatigan, James J. ONE APPROACH TO ACADEMIC DUE PROCESS. National Association of Student Personnel Administrators Journal, 1971, 9(4), 283-288.

This article describes a Court of Student Academic Appeals (Wichita State University) which was established to protect the student from arbitrary faculty behavior, and to assure a measure of protection for faculty if students use the civil courts to obtain their ends. (Author/CJ)

(1605) Richards, Arlene. WHAT DO STUDENTS REALLY WANT? Today's Education, 1971, 60(4), 57-58.

The major findings of this study, conducted through interviews written by urban and suburban high school students, was that students are demanding participation in decision making in their schools. Most students in the sample said issues of importance to them involved equality of opportunity, or treatment, due process in the enforcement of rules and tolerance of dissent. The study concluded that high schools produced three kinds of attitudes in students: (1) the apathetic indifferent attitude, (2) the critical protesting attitude, and (3) the active reasonable attitude. The study also noted that students rarely could state alternatives to their actions. (Author/CG)

(1606) Richek, Herbert G.; and Mayo, Clyde D.; and Puryear, Herbert B. DOGMATISM, RELIGIOSITY AND MENTAL HEALTH IN COLLEGE STUDENTS. Mental Hygiene, 1970, 54(4), 572-574.

The purpose of the present study was to re-investigate the relationship of dogmatism, religiosity, and mental health in lower division college students. Data were used to test the hypothesis that the more dogmatic an individual is, the less secure he is. The hypothesis was supported for religious females but not for males; for the latter group, high dogmatism scores were associated with "mentally healthier" scores on certain indices of the MMPI. (Author/BY)

(1607) Rickard, Charles F. FOR A MORE EFFECTIVE TEACHER COUNSELOR RELATIONSHIP. Michigan Personnel and Guidance Journal, 1970, 2(1), 23-26.

The effectiveness of a guidance program is in direct proportion to the strength of the teacher counselor relationship. However, counselors must keep in mind the position of the teacher in the guidance program and understand that the counseling services only supplement the instructional program. (Author/BY)

(1608) Ridley, Agnes F. INSERVICE TEACHER EDUCATION AND THE AFFECTIVE DOMAIN. American Vocational Journal, 1971, 46(1), 46-48.

The study described demonstrated the efficacy of the seminar as a means of identifying cognitive change, but results were disappointing in the affective realm. Behavioral changes in the affective realm are worthy of further exploration. (Author/BY)

(1609) Rist, Ray Charles, Jr. STUDENT SOCIAL CLASS AND TEACHER EXPECTATIONS: THE SELF-FULFILLING PROPHECY IN GHETTO EDUCATION. Harvard Educational Review, 1970, 40(3), 411-451.

The interacting forces of poverty stricken youth, teacher behavior towards these youth, and the influence of this behavior on subsequent academic performance are studied. (CK)

(1610) Robb, Felix C. THE THREE P'S: PREPARATION, PLACEMENT, AND PERFORMANCE. Journal of College Placement, 1971, 31(3), 28-34.

An educator sees an urgent need for counseling and placement to be considered a major part of the campus educational process and a basic issue of individual self fulfillment. (Author)

(1611) Rode, Alex. PERCEPTIONS OF PARENTAL BEHAVIOR AMONG ALIENATED ADOLESCENTS. Adolescence, 1971, 6(21), 19-35.

Study results indicate that individually alienated adolescents of both sexes perceive their parents, particularly their mothers, as hostile and controlling through psychological means (such as the instilling of persistent anxiety). Adolescents tend to reject their parents, particularly their mothers, regardless of the nature of earlier parent-child relationships. (Author/CJ)

(1612) Roelofs, Bill, and Sears, Carl. AWARENESS GROUPS FOR PROSPECTIVE TEACHERS. Journal of Student Personnel Association for Teacher Education, 1971, 9(3), 67-70.

In light of the growing body of knowledge indicating the worth of the types of activities included in the awareness sessions as well as the trend of offering training viewed as pertinent to the participants, one could conclude that awareness sessions could provide a worthwhile addition to teacher training. (Author)

(1613) Rogers, Lawrence S.; and Others. MARITAL STABILITY, MENTAL HEALTH, AND MARITAL SATISFACTION. Journal of Consulting and Clinical Psychology, 1970, 35(3), 342-348.

A test of emotional stability and a marital satisfaction scale were administered to 50 couples seeking help with their marriage and to 50 couples with stable marriages. For the Stable group there was a significant relationship between marital satisfaction and emotional stability, but not for the Seeking Help group. No evidence was found to support the hypothesis that women who marry men with emotional problems are more unstable themselves, or that if one partner is emotionally unstable the other tends to become emotionally unstable. (Author)

(1614) Romine, Ben H.; and Others. THE INTERACTION OF LEARNING, PERSONALITY TRAITS, ABILITY, AND ENVIRONMENT: A PRELIMINARY STUDY. Educational and Psychological Measurement, 1970, 30(2), 337-347.

The interaction between dependent/ independent personality types and supportive/impersonal college environments is investigated. Suggestions for further research are offered. (DG)

(1615) Rose, Harriett A., and Elton, Charles F. ATTRITION AND THE VOCATIONALLY UNDECIDED STUDENT. Journal of Vocational Behavior, 1971, 1(1), 99-103.

Undecided freshmen persisting to college graduation were compared with undecided freshmen who left college by the end of their fourth quarter. At the time of their departure, 72% of the leavers were not in good academic standing; stayers had higher ACT scores than leavers. It was concluded that the undecided, though diverse, represent a population of adolescents undergoing identity confusion. (Author)

(1616) Roth, Jay. AN INTERVENTION STRATEGY FOR CHILDREN WITH DEVELOPMENTAL PROBLEMS. Journal of School Psychology, 1970, 8(4), 311-314.

Children met daily with a specially trained teacher to form a meaningful group and they continued as members of their regular classes. To combat negative self images of such children, the teacher and group stressed acceptance, openness, informality, and success. Continual inservice training was stressed. (Author)

(1617) Royston, Wade, Jr. FORSYTH COUNTY VOCATIONAL HIGH: AN INVESTMENT IN YOUTH. American Vocational Journal, 1970, 45(7), 58-61.

Describes an area vocational school which has two programs--one in career exploration and one designed to keep potential dropouts in school. (SB)

(1618) Ruben, Joseph M. A HARSH LOOK AT PROFESSIONAL ETHICS. Facility: Journal of Professional Counselors Association, 1971, 3(3), 3-7.

Society can ill afford generations of insecure, non-committed citizens, fearful of making responsible decisions. The author contends that while the counselor cannot claim teaching the decision making process as his exclusive domain, he can and should be its most influential mentor in the educational enterprise. (Author/BY)

(1619) Rueckel, Patricia. THE STUDENT DEAN IN THE 70'S: DOCTOR, LAWYER, OR INDIAN CHIEF. Journal of National Association of Women Deans and Counselors, 1971, 34(3), 106-110.

The author discusses some implications of current changes and future changes for the profession of student dean. The student personnel dean is seen as an innovator in the academic community. (BY)

(1620) Ruppel, Howard J., Jr. RELIGIOSITY AND PREMARITAL SEXUAL PERMISSIVENESS: A RESPONSE TO THE REISS-HELTSLEY AND BRODERICK DEBATE. Journal of Marriage and the Family, 1970, 32(4), 647-655.

When religiosity among college students was measured by Faulkner and DeJong's "5-D Scale of Religiosity' and the Reiss scale was used to measure permissiveness, the expected stronger relationship between religiosity and permissiveness in groups with traditions of low sexual permissiveness than in groups with traditions of high sexual permissiveness was not observed in four groups which were so dichotomized. These findings are basically consistent with those reported by Heltsley and Broderick. (Author)

(1621) Safilios-Rothchild, Constantina. THE INFLUENCE OF THE WIFE'S DEGREE OF WORK COMMITMENT UPON SOME ASPECTS OF FAMILY ORGANIZATION AND DYNAMICS. Journal of Marriage and the Family, 1970, 32(4), 681-690.

This study examines the relationship patterns among families with wives who have a high work commitment (HWC) and those who have a low commitment (LWC). The former perceive themselves as having more freedom in and out of the home, and being the major decision maker. The latter feel more restricted, and make decisions jointly with their spouses. (CJ)

(1622) Safilios-Rothchild, Constantina. THE STUDY OF FAMILY POWER STRUCTURE. A REVIEW 1960-1969. Journal of Marriage and the Family, 1970, 32(4), 539-549.

Conclusions in the area of family sociology are difficult to draw, primarily because of methodological shortcomings. Theories will not become more valid until methodology can include the detailed study of all aspects of power from the point of view of all family members. An extensive review of the literature forms the body of this article. (Author/CJ)

(1623) St. Pierre, C. Andre. MOTIVATING THE DRUG ADDICT IN TREATMENT. Social Work, 1971, 16(1), 80-88.

Experience with numbers of drug addicts have shown them to be singularly unmotivated to discontinue drug use. To develop motivation, a treatment program is described in terms of motivational progression: (1) confrontation of the problem, (2) development of an intellectual understanding of the problem and its harmful effects, and (3) development of an awareness of the role feelings play in the addiction. Through these means several addicts were rehabilitated successfully. (Author/BY)

(1624) Samler, Joseph. THE VOCATIONAL ADVSIORY SERVICE: MISSION ACCOMPLISHED? Vocational Guidance Quarterly, 1970, 19(2), 131-132.

This article presents a very brief history of a former community agency in New York, along with favorable comments on its activities. (CJ)

(1625) Sanborn, Marshall P., and Niemiec, Carl J. IDENTIFYING VALUES OF SUPERIOR HIGH SCHOOL STUDENTS. School Counselor, 1971, 18(4), 237-245.

Results indicated that counselors using cumulative records, counselors who conducted interviews, and students themselves could usually agree in their independent judgments concerning the value hierarchies of the students. Implications for school counselor practice are presented. (Author)

(1626) Sangster, Dorothy. SCHOOL PHOBIA: THE GOING TO SCHOOL SICKNESS. Journal of International Association of Pupil Personnel Workers, 1971, 15(2), 93-100.

This article reviews the two main causes of phobia and presents a series of case studies, from Toronto school files, which were satisfactorily handled by psychatric help, either in or outside the school setting. (CJ)

(1627) Sarvis, Mary A., and Pennekamp, Marianne. COLLABORATION IN SCHOOL GUIDANCE: TASK ORIENTED GUIDANCE AND ITS STRUCTURE. Child Welfare, 1970, 49(9), 502-508.

Successful guidance work in a public school setting calls for an approach oriented toward implementing educational goals. A major factor in this process is the structure of the guidance department. (Author/WY)

(1628) Sauber, S. Richard. MULTIPLE FAMILY GROUP COUNSELING. Personnel and Guidance Journal, 1971, 49(6), 459-465.

This article describes the innovative, short term approach of multiple family group counseling in which the counselor applies the principles and dynamics found in family and group counseling to the treatment of the student and his family. Several family units met together to discuss the problems that adversely affect the adolescent and result in maladaptive behaviors within the school setting. (Author)

(1629) Saunders, Bruce T. THE EFFECT OF THE EMOTIONALLY DISTURBED CHILD IN THE PUBLIC SCHOOL CLASSROOM. Psychology in the Schools, 1971, 8(1), 23-26.

This study investigated whether behavioral contagion would be observed when socially accepted and socially rejected children were exposed to an emotionally disturbed child for three months. The research did not support the exclusion of the emotionally disturbed child from the classroom on the grounds that other children would be disrupted. (Author/BY)

(1630) Saunders, Bruce T., and Vitro, Frank T. EXAMINER EXPECTANCY AND BIAS AS A FUNCTION OF THE REFERRAL PROCESS IN COGNITIVE ASSESSMENT. Psychology in the Schools, 1971, 8(2), 168-171.

The results of the present study suggest that clinical cognitive assessment is not influenced by examiner bias as in experimental or nonclinical assessment. A bias effect was not observed as a result of the referral process. The halo effect demonstrated in previous studies was not observed in this study. (Author/BY)

(1631) Schafer, Walter E.; and Others. PROGRAMMED FOR SOCIAL CLASS: TRACKING IN HIGH SCHOOL. Transaction, 1970, 7(12), 39-46.

Describes how the tracking system in two schools contributed to greater rates of failure, academic decline, alienation, and delinquency among non-college bound students. An alternate model is included. (DM)

(1632) Schimel, John L. SEXUAL BEHAVIOR AS COMMUNICATION. Medical Aspects of Human Sexuality, 1970, 4(12), 8-17.

Sexual behavior between husband and wife should be regarded as a form of communication. When the message, verbal or nonverbal, implied by the sender is otherwise interpreted by the receiver, a breakdown in communication may result. (CJ)

(1633) Schmidt, Marlin R. RELATIONSHIP BETWEEN SORORITY MEMBERSHIP AND CHANGES IN SELECTED PERSONALITY VARIABLES AND ATTITUDES. Journal of College Student Personnel, 1971, 12(3), 208-213.

The belief that sororities have a differential effect on the attitudes and values of their members was not supported by this study. The results indicate that attitudinal and personality changes over a four year period were similar for the sorority girls and independents. (Author)

(1634) Schneider, L. Ronald, and Stevens, Nancy D. PERSONALITY CHARACTERISTICS ASSOCIATED WITH JOB SEEKING BEHAVIOR PATTERNS. Vocational Guidance Quarterly, 1971, 19(3), 194-200.

The counselor has a responsibility to determine, through initial interviewing, whether a need exists for therapeutic intervention with an anxious or depressed client. (Author/CJ)

(1635) Schofield, Larry F., and Kunce, Joseph T. CLIENT DISABILITY AND COUNSELOR BEHAVIOR. Rehabilitation Counseling Bulletin, 1971, 14(3), 158-165.

Study results suggest that various perceptual styles and stereotypes exist, counselor perceptions may be as descriptive of the counselor as they are of the client, and perceptions may influence interactions between the counselor and client. (Author)

(1636) Schrager, Jules, and Lindy, Janet. HYPERKINETIC CHILDREN: EARLY INDICATORS OF POTENTIAL SCHOOL FAILURE. Community Mental Health Journal, 1970, 6(6), 447-454.

This study demonstrates that children who were identified as "hyperkinetic" were absent from school more frequently, and did remarkably less well on standardized tests of school readiness than their peers rated "nonhyperkinetic." Implications are discussed and suggestions made for the development of intervention programs. (Author/CJ)

(1637) Schroth, Marvin L. THE EFFECT OF INFORMATIVE FEEDBACK ON PROBLEM SOLVING. Child Development, 1970, 41(3), 831-836.

The effects were investigated on a matching task with three combinations of verbal feedback and three levels of task complexity. Types of feedback were right-wrong (R-W), nothing-wrong (N-W), and right-nothing (R-N). Levels of complexity

were defined in terms of number of irrelevant stimulus dimensions. Ss were 180 first graders. Over all levels of task difficulty, the R-W condition yielded significantly better performance than the other feedback conditions. The N-W resulted in a faster rate of learning than R-N. (Author)

(1638) Schvaneveldt, Jay D. ROLE PROBLEMS OF THE COLLEGE FAMILY LIFE EDUCATOR AND RESEARCHER. Family Coordinator, 1971, 20(1), 3-10.

For the family educator and researcher there exists the problem of role clarification. Problems often arise because of conflicting demands of teaching, research, and counseling. Sex role, professionalism, multiple functions, and inter-disciplinary conflicts are the major role problems depicted in this paper. The author concludes with a summary of the problems and suggestions for coping with them. (Author)

(1639) Scott, C. Winfield. CHARACTERISTICS OF COUNSELOR EDUCATORS. Counselor Education and Supervision, 1971, 10(2), 99-111.

Counselor educators of 1964 are described comparatively through use of data obtained from a U.S. Office of Education directory of counselor educators and membership directories of APGA and APA. Highest degree groups were used for most comparisons, but ACES regional and professional membership groups were also used. (Author)

(1640) Scott, Carol, and Aken, Jean. DIVORCE AS SURVIVAL: THE BUCK STOPS HERE. Women: A Journal of Liberation, 1971, 2(2), 14-15.

The authors speak, from personal experience, of the demands felt by divorced females, particularly those with children. They relate the emotional concern encountered and stress the point that their life is all their own now, with not only the challenge and the criticism but also the praise. (CJ)

(1641) Sedlacek, William E., and Brooks, Glenwood C., Jr. BLACK FRESHMEN IN LARGE COLLEGES: A SURVEY. Personnel and Guidance Journal, 1970, 49(4), 307-311.

Survey results indicated that very few blacks are entering the large, primarily white universities. While many schools have established special programs for blacks, the admissions procedures used for these programs and for regular black admissions remain very traditional. (Author)

(1642) Serafica, Felicisima C. OBJECT CONCEPT IN DEVIANT CHILDREN. American Journal of Orthopsychiatry, 1971, 41(3), 473-482.

Children manifesting deviant development were tested on a scale for visual pursuit and performance of objects using (1) preferred and (2) neutral objects. Subjects responded as if they had attained the sixth stage of object concept development, although consistency of performance varied between preferred and neutral objects. (Author)

(1643) Shainess, Natalie; Tobach, Ethyl; and Headley, Dorothy. THE MENTAL HEALTH MOVEMENT MEETS WOMEN'S LIB. Mental Hygiene, 1971, 55(1), 1-9.

Three women professionals in the mental health field were brought together to discuss what being a woman in this area has meant; what special problems women face in relation to men and to other women; and what direction the professions should be moving in. (Author)

(1644) Shappell, Dean L.; and Others. SCHOOL MOTIVATION AND OCCUPATIONAL ORIENTATION. Vocational Guidance Quarterly, 1970, 19(2), 97-103.

This study indicates that ninth grade students of low motivation have stronger concerns about many aspects of work than do their higher motivated counterparts. Consequently, lower motivated students merit and have great need of educational and vocational counseling. (Author)

(1645) Sharf, Richard S. COMPUTER BASED REPORT FOR THE STRONG VOCATIONAL INTEREST BLANK FOR WOMEN. Measurement and Evaluation in Guidance, 1971, 4(1), 9-13.

Interest inventories are among the most complex tests to report because of the large number of scores reported. The major purpose of the SVIB W report described here is to present results clearly and in such a way as to alleviate the need for further explanation. (Author/BY)

(1646) Sharland, Irma Blohm. HEALTH SERVICES PROGRAMS FOR THE STUDENT. Junior College Journal, 1971, 41(8), 15-17.

This report states that community colleges have neglected to accept responsibility for health programs for their students. A model which establishes standard policies for a health service in a community college is described. (Author/BY)

(1647) Shaw, Arthur C. COLLEGE RECRUITING: WHERE WILL IT GO IN THE NEXT DECADE? Journal of College Placement, 1971, 31(4), 54-62.

Affluence, easy employment, and the trend toward institutional bigness have written the future scenario for placement and recruitment: more students, activism, pressure to hire minority group members, further computerization, and less student interest in business careers. But the author is quick to point out what is positive in the future mix. (Author)

(1648) Shaw, Clayton T. THE USEFULNESS OF CLASS INTERACTION IN AFFECTING HEALTH ATTITUDES: A BEFORE AND AFTER ANALYSIS OF SPECIFIC SOCIAL HEALTH PROBLEMS. Journal of American College Health Association, 1971, 19(4), 221-229.

Study results indicate health attitudes of students can be changed, and that the shift may be toward a public health orientation. A modern teaching approach with appreciation for student opinion may be more beneficial to health understanding than is traditional rote learning. (Author)

(1649) Shaw, Jane S. WHEN JOHNIE WANTS TO FAIL. Nation's Schools, 1970, 86(3), 41.

A private firm uses a psychological motivational program to turn underachieving adolescents into capable young adults. (MF)

(1650) Shipman, Gordon. SEX EDUCATION BETWEEN PARENT AND CHILD. Medical Aspects of Human Sexuality, 1971, 5(5), 114-128.

The author emphasizes that good communication between parents and children enables taboos to diminish so that sex training by parents can be done reasonably well. (Author)

(1651) Shook, H. Kenneth. STUDENTS ON ADMISSIONS COMMITTEES: SHOULD THEY VOTE ON COLLEGE APPLICANTS? College Board Review, 1970, (77), 20-21.

College student participation in admissions decisions is met with approval by admissions staff, faculty committee members, students, and most high school counselors. (IR)

(1652) Shore, Milton F.; Milgram, Norman A.; and Malasky, Charlotte. THE EFFECTIVENESS OF AN ENRICHMENT PROGRAM FOR DISADVANTAGED CHILDREN. American Journal of Orthopsychiatry, 1971, 41(3), 442-449.

Using a special semi-structured instrument, the authors attempted to assess changes in feelings of powerlessness and helplessness--and their relation to cognitive changes--among first grade students in a Follow Through program. Results suggest that the pessimism often surrounding enrichment programs may be unwarranted, and that youth and inexperience may be positive attributes in teachers of disadvantaged children. (Author)

Is your school in the process of becoming racially integrated? Are you interested in programs to improve attitudes on the part of your staff? Check the following descriptors:

SCHOOL INTEGRATION
RACIAL ATTITUDES
INSERVICE PROGRAMS
TEACHER ATTITUDES

(1653) Siddall, Lawrence B. THE PREGNANT COLLEGE GIRL. Journal of National Association of Women Deans and Counselors, 1971, 34(2), 84-88.

Pregnancy among single college women is cause for much concern. This article suggests that the college should take the initiative in offering help and in seeking new ways of prevention. Institutions should provide medical care, counseling, and educational programs in an atmosphere of understanding, compassion, and trust. (Author/BY)

(1654) Siddall, Lawrence B. REPORT OF A PRELIMINARY STUDY OF PREGNANCY ON THE UNIVERSITY CAMPUS. Journal of American College Health Association, 1970, 19(2), 111-113.

Pregnant students tend to be older and to have what they perceive to be a stable or permanent relationship with their sexual partners. With regard to plans to resolve their pregnancies, about 40 percent initially intend to get married, 30 percent indicate that they will seek an abortion, and 10 percent plan to carry the baby to term and give it up for adoption. (It is believed that the number of patients who obtain an abortion is substantially higher than indicated by these figures.) It appears that most pregnancies among unmarried female students occur as a function of normally developing sexuality rather than as the result of emotional maladjustment. (Author/CJ)

(1655) Siegelman, Ellen; and Others. ANTECEDENTS OF OPTIMAL PSYCHOLOGICAL ADJUSTMENT. Journal of Consulting and Clinical Psychology, 1970, 35(3), 283-297.

Findings univocally indicated healthy, democratic, value oriented homes among high optimal adjustment Ss. Good adult adjustment was associated with a cognitively competent and integrated mother. Poor adult adjustment was associated with a neurotic, anxious mother for both boys and girls, and additionally with a neurotic father for girls. Followed by interpretive comments in articles by Daniel R. Miller and Uric Bronfenbrenner. (Author/CJ)

(1656) Silberberg, Norman E., and Silberberg, Margaret C. SCHOOL ACHIEVEMENT AND DELINQUENCY. Review of Educational Research, 1971, 41(1), 16-29.

The history of juvenile delinquency demonstrates a correlation between antisocial behavior and lack of school success. With so many human traits apparently following the hypothetical normal curve, it is not unreasonable to question whether highly linguistic abstract teaching methods are suitable to all children entering school. Alternative approaches should expand the number of options available in the educational situation. (Author)

(1657) Silverman, Robert J. IMPERSONALITY ON THE COLLEGE CAMPUS. National Association of Student Personnel Administrators Journal, 1971, 8(3), 168-171.

This article suggests that students have experienced "impersonality" because of their failure to discover the unique purpose of the university, and that the superficial "impersonality" that does exist is a guarantee of equality of treatment. (Author)

(1658) Silverman, Robert J. THE STUDENT PERSONNEL WORKER ON THE BOUNDARY. Journal of College Student Personnel, 1971, 12(1), 3-5.

If a personnel worker can become more effective in his role, which from a structural standpoint is positively related to successful interaction with campus and off-campus groups, then he might gain the respect and trust needed to introduce the innovations his diverse experiences would suggest. (Author)

(1659) Sizer, Theodore R. LOW-INCOME FAMILIES AND THE SCHOOLS FOR THEIR CHILDREN. (PART OF A SYMPOSIUM: EDUCATION AND PUBLIC POLICY). Public Administration Review, 1970, 30(4), 340-346.

The author describes five common misconceptions concerning the role of education in the alleviation of poverty. Implications for public policy are suggested. (JH)

(1660) Smith, George P., and Kirk, Henry P. STUDENT DISCIPLINE IN TRANSITION. National Association of Student Personnel Administrators Journal, 1971, 9(4), 276-282.

This article has focused on the process of radical change in American Society. The regulation and discipline of student conduct has been forced to give up its traditionally privileged position. Constitutional requirements have become a necessary part of disciplinary procedures in public institutions of higher education. (Author)

(1661) Smith, John E.; and Others. PREDICTION OF SCHOOL DROPOUTS IN APPALACHIA: VALIDATION OF A DROPOUT SCALE. Measurement and Evaluation in Guidance, 1971, 4(1), 31-37.

The purpose of this study was to construct a scale to discriminate between those students who are likely to drop out of school and those who are not. The results indicate that this must be only the first of many steps. (Author)

(1662) Smith, Paul M., Jr. BLACK ACTIVISTS FOR LIBERATION, NOT GUIDANCE. Personnel and Guidance Journal, 1971, 49(9), 721-726.

The white guidance and counseling image as practiced in public and private schools is neither designed nor intended to revolutionize blacks; therefore, it should be rejected as a viable solution to their problems. The author sees the black activist asserting himself by reinforcing blackness in all phases of school desegration. (Author/BY)

(1663) Smith, Stanley A., and Solanto, Joseph R. AN APPROACH TO PRESCHOOL EVALUATIONS. Psychology in the Schools, 1971, 8(2), 142-147.

The author describes a program for the evaluation of preschool children. Information is gathered for the teacher before school begins, and suggestions for remediation are provided. (BY)

(1664) Snead, Robert F., and Caple, Richard B. SOME EFFECTS OF THE ENVIRONMENTAL PRESS IN UNIVERSITY HOUSING. Journal of College Student Personnel, 1971, 12(3), 189-192.

The purpose of this study was to explore what happened academically when a particular kind of student was placed into a particular environment. In general, it seems that homogeneous grouping of students in residence halls may have some positive effects and is worthy of further experimentation. (Author)

(1665) Snell, Joel C., and Wakefield, William O. WORKING CLASS YOUTH: ACADEMIC PARTICIPATION AND ANOMIC PERCEPTION OF THE WORLD. College Student Survey, 1971, 5(1), 16-19.

It was thought that the working class student group would have a higher proportion who have less extracurricular activities, and thus be more anomic. Evidence though, in this study suggests otherwise. It implies that the working class student has made an important adaption in college. (Author)

(1666) Snelling, W. Rodman, and Boruch, Robert. FACTORS INFLUENCING STUDENT CHOICE OF COLLEGE AND COURSE OF STUDY. Journal of Chemical Education, 1970, 47(5), 326-330.

Relates results of a longitudinal study (1958-67) of 16,395 science majors revealing what grade level (prior to ninth grade through college-sixth year) science was chosen as their major interest, when final major was selected, and when highest degree aspiration was decided. Presents discussion of factors influencing students' choice of liberal arts college. (RR)

(1667) Sollinger, Irwin; and Others. TRAINING FOR GROUP WORK. Journal of Employment Counseling, 1971, 8(1), 19-25.

The article describes an instructional program designed to provide a broad professional foundation in group work, and, under supervision, provide opportunities to develop and perfect skills in the group counseling process. (Author/BY)

(1668) Soloman, Lawrence N.; and Others. A PERSONAL GROWTH PROGRAM FOR SELF-DIRECTED GROUPS. Journal of Applied Behavioral Science, 1970, 6(4), 427-450.

Vocational rehabilitation clients met in self-directed groups, using a set of program materials recorded on audiotape. The materials were designed to enhance opportunities for self exploration by presenting a series of interpersonal exercises. Results indicate that the subjects using the program materials became more open while control subjects who were given no group experience showed no such changes. (Author/CJ)

(1669) Soltys, Michael P. AN IMPORTANT ADJUNCT FOR COUNSELORS: VIDEO TAPED ROLE PLAYING. Journal of College Placement, 1971, 31(3), 55-58.

Through effective use of video tape, students can become better prepared for the interview, more confident and poised, and better able to relate more effectively with people. The work described in this article is related to the content of a recent CPS workshop reported in this issue. (Author)

(1670) Sorochan, Walter D. HEALTH INSTRUCTION: WHY DO WE NEED IT IN THE '70'S? Journal of School Health, 1971, 41(4), 209-214.

The author presents 20 reasons which support the adoption of a new blend of continuous and comprehensive health insturction for grades K-12. (Author/BY)

(1671) Spear, Paul S. MOTIVATIONAL EFFECTS OF PRAISE AND CRITICISM ON CHILDREN'S LEARNING. Developmental Psychology, 1970, 3(1), 124-132.

Indicates that approval and disapproval affect the subject's motivational level (assessed by rate of responding) rather than his learning (assessed by acquisition measures). (MH)

(1672) Speare, Katherine H. A MODEL FOR PROGRAM DEVELOPMENT. Journal of National Association of Women Deans and Counselors, 1971, 34(2), 75-79.

The purpose of this paper was to suggest what residence hall programing should be in order to create an atmosphere that students would find fulfilling, exciting, and stimulating. The author presents objectives that could serve as a basis for the developing of residence hall programing and a model to suggest ways of integrating and implementing program development. (BY)

(1673) Spear-Williams, Brooke. GETTING IT TOGETHER IN THE HIGH SCHOOLS. Women: A Journal of Liberation, 1971, 2(2), 53-54.

A student, herself a member of the movement, urges the organization of a cell of high school women. She discusses the need as she sees it and some of the practical points to be considered in establishing a cell. She calls upon other Movement members for suggestions to help such a cell become a reality. (CJ)

(1674) Spiegel, Don, and Keith-Spiegel, Patricia. MULTIPLE PREDICTORS OF COURSE GRADES FOR COLLEGE MEN AND WOMEN. Journal of College Student Personnel, 1971, 12(1), 44-47.

The value of this study, though small in sample, lies in its support of the notion that personality and attitude information may be useful in combination with intellective and other variables in predicting achievement in at least some academic settings. The search for personality variables that predict academic success should be continued with sexes separately with larger samples. The scales of the Spiegel Personality Inventory show promise for this purpose. (Author)

(1675) Splete, Howard. THE ELEMENTARY SCHOOL COUNSELOR: AN EFFECTIVE CONSULTANT WITH CLASSROOM TEACHERS. Elementary School Guidance and Counseling, 1971, 5(3), 165-172.

Although teachers are willing to work with the counselor in a consulting relationship, they prefer the counselor to help them understand their pupils rather than help them understand themselves. However, with a better understanding of their own feelings and motives, teachers might be able to work more effectively with their pupils. (Author)

(1676) Sponberg, Harold E. PREPARING FOR TOMORROW'S SOCIETY. College Student Survey, 1971, 5(1), 1-5.

In a keynote address presented at American Management Association, New York 1970, national leadership in business, industry, education and government is seen as the initiator in planning for continuing growth to provide youth with the opportunity for productive and satisfying employment. (Author/BY)

(1677) Stamm, Martin L., and Nissman, Blossom. A VIDEO VIEW OF ELEMENTARY SCHOOL GUIDANCE. Personnel and Guidance Journal, 1971, 49(5), 393-394.

In an attempt to explain to teachers, parents, and others the role of the elementary guidance counselor, a series of videotapes dealing with the services of this specialist has been developed. Tapes include the following: "Counselor or Teacher and Parent Conferences"; "What Is Guidance in the Elementary School?"; "The Field Trip: Vocational Awareness in the Elementary School"; and "A Faculty Looks at Testing." (Author/CJ)

(1678) Stancato, Frank A., and McCabe, Sheridan. ROLE INCONGRUITY OF COUNSELORS IN CATHOLIC HIGH SCHOOLS. National Catholic Guidance Conference Journal, 1971, 15(2), 95-99.

This article presents results of a study which sought to determine the most serious areas of role conflict in Catholic high schools. Some conclusions are: (1) more attention should be given to research of student problems; (2) more effort should be spent in community communication; (3) inservice programs should be agumented for school staff; and (4) sociometric techniques should be used for data collection. (CJ)

(1679) Starfield, Barbara, and Sharp, Elizabeth. MEDICAL PROBLEMS, MEDICAL CARE, AND SCHOOL PERFORMANCE. Journal of School Health, 1971, 41(4), 184-187.

The data indicate that physician and teacher have complementary skills, one in the form of refined diagnostic techniques applied at a moment in time, and the other in the form of relatively gross observation over prolonged periods of time. Teacher and physician need to combine resources to assess school health. (Author/BY)

(1680) Steinberg, Ira S. AN EXISTENTIAL REACTION TO EXISTENTIAL COUNSELING. Counseling Psychologist, 1971, 2(3), 54-57.

The author concludes that what has "true meaning" for the counselee may be a bundle of misconceptions about himself and the world. He has grave misgivings about the claim that "the means and information will be used in proper congruence with" anything. (Author/BY)

(1681) Stenger, Charles A. THE VIETNAM ERA VETERAN. Counseling Psychologist, 1971, 2(3), 77-82.

A profile of today's young veterans is presented, and a brief summary of recommendations developed from these reports is provided. (BY)

(1682) Stennett, R. G.; and Others. EXPLORING THE POSSIBILITIES OF COMPUTERIZED STUDENT HEALTH RECORDS. Journal of School Health, 1971, 41(2), 59-64.

The limitations of traditional student health records are described and a pilot student tape file and computer printed working and update record are illustrated. The major applications which can be developed from the master tape file are listed. (Author)

(1683) Stephens, Gale E. PREVALENCE OF HARMFUL HEALTH MICONCEPTIONS IN COLORADO HIGH SCHOOL SENIORS. Journal of School Health, 1971, 41(3), 161-163.

Health questionnaires can be used to advantage to aid secondary school students in their ability to evaluate health information, products, and services, as well as to give them an appreciation of the need for scientific information in guiding individual health behavior. (Author)

(1684) Sterk, Sam. ADOLESCENT PERSONALITY GROWTH AS A FUNCTION OF A COUNSELOR-IN-TRAINING PROGRAM. Adolescence, 1971, 6(21), 93-103.

Described is a camp program whose goals focused on enhancement of personality integration for the boys and girls involved. Post-test measures indicate that significant changes did occur for the adolescents in areas of Family Relationship, Social Relationship, Emotional Stability, Conformity, and Adjustment to Reality. The C.I.T.'s experienced ego growth and enhanced adjustment levels in the same areas. (Author/CJ)

(1685) Stewart, Lawrence H. INTERESTS OF JUNIOR COLLEGE STUDENTS IN OCCUPATIONALLY ORIENTED CURRICULA. Vocational Guidance Quarterly, 1971, 19(3), 165-170.

The conclusion that interests play an important role in the decisions of junior college students to enter these curricula is apparently justified. It would appear that obtained curriculum clusters along with respective profiles of means will provide useful reference points from which to consider educational and vocational decisions relative to the trade and technical fields. (Author)

(1686) Stine, Oscar C., and Kelley, Elizabeth B. EVALUATION OF A SCHOOL FOR YOUNG MOTHERS: THE FREQUENCY OF PREMATURITY AMONG INFANTS BORN TO MOTHERS UNDER 17 YEARS OF AGE, ACCORDING TO THE MOTHER'S ATTENDANCE OF A SPECIAL SCHOOL DURING PREGNANCY. Pediatrics, 1970, 46(4), 581-587.

Registration with a social agency, required attendance of prenatal care, school lunch, milk, and health and nutritional education are elements of a public school program for teenage mothers which is described in this article. Significantly fewer premature births and infant deaths are reported as a result of the program. (DM)

(1687) Stone, J. Blair. A SOCIAL ENGINEERING APPROACH TO EMPLOYMENT COUNSELING. Journal of Employment Counseling, 1970, 7(4), 163-166.

The goals and clientele of employment counseling require concern with social change as well as client change. (Author)

(1688) Stover, Lillian; and Others. MEASUREMENTS OF ACCEPTANCE, ALLOWING SELF DIRECTION, INVOLVEMENT AND EMPATHY IN ADULT-CHILD INTERACTION. Journal of Psychology, 1971, 77, 261-268.

The measure of empathic interaction for parents in spontaneous play sessions with their children previously developed by the authors was refined and further delineated to comprise three spearately scorable subscales. The new coding system demonstrates concurrent validity by correlating .85 with the previously developed measure of empathy, while offering measures of three other variables which are relatively independent of one another: Acceptance, Allowing Self-Direction, and Involvement. The subscales might be useful for a wide range of problems in developmental psychology, personality formation, child psychotherapy and family dynamics. (Author)

(1689) Sturtz, Sue Ann. AGE DIFFERENCES IN COLLEGE STUDENT SATISFACTION. Journal of College Student Personnel, 1971, 12(3), 220-222.

Overall, the results of the study suggest that older students may be generally more satisfied with college than are younger students. (Author)

(1690) Suddarth, Betty M. A MULTIVARIATE INVESTIGATION OF THE ACADEMIC ACHIEVEMENT OF TRANSFER AND NATIVE STUDENTS. Journal of College Student Personnel, 1971, 12(2), 133-137.

This investigation revealed that there is a difference in academic achievement among the transfer categories, regional, outside, native, as well as the sex and classification categories. These differences still exist when the groups are equated for ability. Results suggest that the three types should be treated as distinct groups in enrollment decisions. (Author/BY)

(1691) Swisher, John D., and Crawford, James L., Jr. AN EVALUATION OF A SHORT-TERM DRUG EDUCATION PROGRAM. School Counselor, 1971, 18(4), 265-272.

Evaluation indicates that despite student involvement in planning and their positive perceptions of the value of the program, the program made little objective impact in knowledge and attitude changes. Caution is urged concerning the value of short term programs. (CJ)

(1692) Symonds, Alexandra. THE PSYCHOLOGY OF THE FEMALE LIBERATION MOVEMENT. Medical Aspects of Human Sexuality, 1971, 5(4), 24-33.

Men cannot liberate women; women must free themselves. Once they obtain freedom of opportunity they will face more difficult struggles with fear, despair, and self hate. The way is difficult and lonely. (Author/CJ)

(1693) Talley, William M. SOME CONCERNS ABOUT GROUP EXPERIENCES. Journal of Council of Associations of University Student Personnel Services, 1970, 5(2), 22-26.

The growth of the popularity of encounter groups brings up some questions: (1) who can best benefit from groups; (2) what qualities are necessary for proper leadership, and (3) how can group objectives be clearly defined. (CJ)

(1694) Tarr, Curtis W. STUDENTS AND SELECTIVE SERVICE. Bulletin of National Association of Secondary School Principals, 1971, 55(355), 22-27.

The nation's goal should be an all-volunteer army. Because this isn't yet feasible, the director of selective service wants to work to develop a more equitable draft program, to eliminate "channeling" and to phase out educational deferments. As for universal service for the nation's youth, Tarr points to serious drawbacks including the difficulties involved in coercing young people. (Author)

(1695) Tec, Nechama. FAMILY AND DIFFERENTIAL INVOLVEMENT WITH MARIJUANA: A STUDY OF SUBURBAN TEENAGERS. Journal of Marriage and the Family, 1970, 32(4), 656-663.

Results point to a negative association between degree of involvement with marijuana and: (1) quality of parental models, (2) high amount of recognition received within the family, (3) perceptions of the family as warm and not simply controlling and/or indifferent, (4) subjective feelings of satisfaction and the ability to rely upon the family as a unit. (Author)

(1696) Tenenbaum, Samuel. SCHOOL GRADES AND GROUP THERAPY. Mental Hygiene, 1970, 54(4), 525-529.

Nine students who were on academic probation attended group therapy sessions once a week during one semester. Although they were doing unsatisfactory school work, every member of the group had the requisite intelligence to perform the academic tasks set before him. After the group experience the students functioned in a satisfactory and even superior manner. (BY)

(1697) Tennyson, W. Wesley. CAREER DEVELOPMENT: WHO'S RESPONSIBLE? American Vocational Journal, 1971, 46(3), 54-58.

Career development offers a way of bringing meaning to life through the curriculum. No other concept holds as much promise for establishing relevancy, for humanizing the school, for bridging school and community, for bridging vocational and general education, and for promoting self-development. (Author)

(1698) Tew, Raymond E., and Madden, Carl H. CAREERS AND THE ENVIRONMENT. Journal of College Placement, 1971, 31(4), 64-74.

In answer to a placement officer's letter, a noted economist analyzes employment prospects, particularly for liberal arts students, in an increasingly popular field, environment. (Author)

(1699) Thain, Richard J. OCCUPATIONAL DISSONANCE AND ANOMIE. Journal of College Placement, 1971, 31(2), 26-31.

Too many people, young and old, are prisoners and misfits in their careers. More adequate placement counseling, and greater understanding of the individual are needed to eliminate this waste in these changing times. (Author)

(1700) Thompson, Charles L., and Parker, June L. FIFTH GRADERS VIEW THE WORK WORLD SCENE. Elementary School Guidance and Counseling, 1971, 5(4), 281-287.

The overall objective of this study was to develop an occupational unit based on specific learning objectives and to evaluate its effectiveness as a learning experience for a class of fifth grade students. (Author)

(1701) Thompson, Jack M., and Laramore, Darryl. A LITTLE MONEY GOES A LONG WAY. School Counselor, 1971, 18(3), 217-219.

This paper demonstrates that a well thought out, low cost project can produce positive results and that small endeavors can have a real impact on guidance activities. (Author)

(1702) Thompson, Jack M., and Laramore, Darryl. THE RELATIVE EFFECTIVENESS OF TWO TYPES OF MEDIA IN THE DISSEMINATION OF VOCATIONAL INFORMATION. California Personnel and Guidance Association Journal, 1970, 3(1), 27-35.

The relative effectiveness of "VIEW" and "Film Loop" in the dissemination of vocational information was investigated. The results indicated no general superiority for either medium. Results support the use of VIEW as a differential approach to career guidance while FL is seen as a nondiscriminatory technique for a wide range of students. (Author/CJ)

(1703) Thomson, Scott D. A PERSPECTIVE ON STUDENT ACTIVISM. Theory Into Practice, 1969, 8(4), 279-283.

School administrators must force students into recognition of the fact that peaceful discussion of grievances will lead to greater gains for everyone involved with the schools than will violence and demonstrations. (CK)

(1704) Thornburg, Hershel. ADOLESCENCE: A RE-INTERPRETATION. Adolescence, 1970, 5(20), 463-484.

The author presents a reevaluation of Havighurst's adolescent development tasks in respect to existing society. He contends that by interpreting these tasks in light of contemporary society, the adolescent is aware of what is expected of him and can therefore better accomplish them. Thus the functioning adolescent evolves into the functioning adult. (BY)

(1705) Tietz, Walter. SCHOOL PROBIA AND THE FEAR OF DEATH. Mental Hygiene, 1970, 54(4), 565-568.

Death, or fear of death, can be a precipitating event in the genesis of a school phobia or separation anxiety. The phobia becomes linked up symbolically with failure to exist as an independent person. The presence of an active death in the family does seem to affect the prognosis once a school phobia does develop. (BY)

(1706) Tinker, Irene. THE UNDERPREPARED COLLEGE STUDENTS. American Education, 1970, 6(9), 10-12.

With the influx of underprepared students, higher education is responding with a less parochial educational philosophy. The author describes such innovations as field experience courses and techniques for skills training. (BY)

(1707) Tobiessen, Jon; and Others. RELATIONSHIP BETWEEN THE SCHENECTADY KINDERGARTEN RATING SCALES AND FIRST GRADE ACHIEVEMENT AND ADJUSTMENT. Psychology in the Schools, 1971, 8(1), 29-36.

This report is a summary of an evaluation of the predictive efficacy of profiles derived from a kindergarten rating scale. Results suggest that profiles can provide an effective means of identifying children in kindergarten who are likely to have learning and impulse control problems in first grade and also those who will be successful in first grade. (Author)

(1708) Toister, Richard P. A REINFORCEMENT THEORY PERSPECTIVE OF EARLY CHILD REARING AND EDUCATION. Educational Technology, 1971, 11(2), 49-51.

This article discusses several techniques shown to be effective in altering frequency of behavior. These techniques include shaping, fading, modeling, extinction, time out, and punishment. The point is stressed that the careful manipulation of a parent's or teacher's own behavior can be a powerful technique in early child rearing and education. (Author/CJ)

(1709) Toldson, Ivory L. COMMUNICATING GUIDANCE PROGRAM SERVICES TO THE PUBLIC. School Counselor, 1971, 18(4), 297-299.

Presented are some untested ways of increasing congruence between the practical applications and the thecretical idea of the guidance program. These ways involve communicating the guidance functions to teachers, students, administrators, parents, and community agencies. (Author)

(1710) Torrey, E. Fuller. MENTAL HEALTH SERVICES FOR AMERICAN INDIANS AND ESKIMOS. Community Mental Health Journal, 1970, 6(6), 455-462.

Services are surveyed and found to be inadequate. A plan is outlined for the development of such services based upon the use of indigenous therapists for individual and group psychotherapy, the modification of etiological beliefs, and an emphasis upon primary prevention. The outcome would be services specifically adapted to the culture, realistically commensurate with available manpower, and compatible with dignity for the group. (Author/CJ)

(1711) Torrey, E. Fuller; and Others. PROBLEMS OF FOREIGN STUDENTS: AN OVERVIEW. Journal of American College Health Association, 1970, 19(2), 83-86.

The predominant mental health problems described for foreign students are those of anxiety, depression, psychosomatic reactions, and paranoid thought disorders. The students are found to underutilize traditional mental health resources for their problems, instead relying on their follow students and academic contacts. (Author)

(1712) Tramontana, Joseph. A REVIEW OF RESEARCH ON BEHAVIOR MODIFICATION IN THE HOME AND SCHOOL. Educational Technology, 1971, 11(2), 61-64.

Instead of the traditional methods of therapy with children in which attempts are made to modify problem behavior by placing the child in an artifical environment where he interacts with a highly trained specialist, behavior modification in the natural milieu has been found to be more effective and efficient an approach. This article reviews, briefly, a number of such attempts. (Author)

(1713) Trickett, Edison J., and Moos, Rudolf H. GENERALITY AND SPECIFICITY OF STUDENT REACTIONS IN HIGH SCHOOL CLASSROOMS. Adolescence, 1970, 5(20), 373-390.

There is dissatisfaction with the predictive power of a "personality" model of behavior which attributes a high degree of generality or consistency to individual behavior acorss different settings. The results of this study suggest that setting differences and the interaction of person and setting must be taken into account if prediction of behavior is to improve. (BY)

(1714) Truax, Charles B. COUNSELOR FOCUS ON CLIENT ANXIETY SOURCE AND CLIENT OUTCOME IN JUVENILE DELINQUENTS. Canadian Counselor, 1971, 5(3), 57-60.

Counseling outcomes are more positive, among juvenile delinquents, when specific efforts are made to focus on the client's principal sources of concern. (CJ)

(1715) Truax, Charles B., and Lister, James L. EFFECTS OF SHORT TERM TRAINING UPON ACCURATE EMPATHY AND NONPOSSESSIVE WARMTH. Counselor Education and Supervision, 1971, 10(2), 120-124.

Some results show a substantial increase in accurate empathy but no overall gains on nonpossessive warmth, with some decrease among those counselors initially displaying high levels of warmth. (Author/CJ)

(1716) Tuck, Samuel, Jr. WORKING WITH BLACK FATHERS. American Journal of Orthopsychiatry, 1971, 41(3), 465-472.

A strategy used to mobilize some black fathers to provide new experiences for their preschool children within the ghetto led to a much larger-scale neighborhood involvement that included the fathers engaging their wives in a neighborhood social event and sponsoring a local business venture, and culminated in a concerted drive for community control. (Author)

(1717) Tyler, Leona E. EXISTENTIALISM IN COUNSELING. Counseling Psychologist, 1971, 2(3), 30-32.

The counselor, in working with students, can make each choice a means through which the person clarifies his purposes and designs his own future. Every commitment of time is a serious undertaking. This, the author sees, is the fundamental message of existentialism for counseling. (Author)

(1718) Tyrrell, Richard C. THE ELECTRONIC REVOLUTION... CAMPUS RECRUITING 1985. Journal of College Placement, 1971, 31(4), 89-93.

In an exchange of dialogue, ideas about future attitudes and methods in placement and recruitment appear. (Author)

(1719) Ullery, J. William. INDIVIDUALIZED INSTRUCTIONAL SYSTEMS FOR VOCATIONAL EDUCATION. Educational Technology, 1971, 11(3), 22-25.

Described is Project ABLE, a systems approach to occupational education intended to base development upon a combination of the most effective features of modern educational technology. Listed are a number of characteristics of a modern instructional system which should typify all of vocational education. Flow charts of the model are presented and discussed. Information on how to obtain the technical reports on ABLE is also included. (Author/CJ)

(1720) Vander Well, Allen R. INFLUENCE OF FINANCIAL NEED ON THE VOCATIONAL DEVELOPMENT OF COLLEGE STUDENTS. American College Testing Research Reports, 1970, (36), 1-19.

Investigation is made of three groups of students from four colleges--a financial aid group, an unmet need group, and a nonapplicant group--to determine the vocational choice process for individuals with financial need. (IR)

(1721) Vander Wilt, Robert B., and Klocke, Ronald A. SELF ACTUALIZATION OF FEMALES IN AN EXPERIMENTAL ORIENTATION PROGRAM. Journal of National Association of Women Deans and Counselors, 1971, 34(3), 125-129.

An alternative to the traditional orientation program was developed that forced students to consider their physical and psychological outer limits. Students were confronted in a new and unique way that contributed to the self actualization process of the female portion of the group. (Author/BY)

(1722) Van Mondframs, Adrian P.; and Others. PROJECT 200: A RESEARCH REVIEW. Journal of College Placement, 1971, 31(3), 95-100.

This is the first of a two-part report on a College Placement Council Midwest Association funded study of published and unpublished data pertaining to career planning, placement, and recruitment of college students and alumni. (Author)

(1723) Vassos, Sonya Thomas. THE UTILIZATION OF PEER INFLUENCE. School Counselor, 1971, 18(3), 209-214.

The peer influence model holds great potential for assisting new students develop more effective behavior in the school setting while at the same time establishing a close and cooperative relationship with older students. (Author)

(1724) Velcamp, John T. A STUDENT'S CANDID REACTIONS TO RECRUITERS. Journal of College Placement, 1971, 31(2), 63-70.

Actual records of a chemical engineering major present a number of interviews held with assorted companies. His comments suggest that while initially he sought status, location and challenge, he became more interested in "the personal touch," and selected his employer on that basis. (CJ)

(1725) Venturini, Joseph L. THE ROLE ANALYSIS PARADIGM: ITS UTILITY. Journal of International Association of Pupil Personnel Workers, 1971, 15(2), 85-89.

The data seem to indicate that there is less role conflict between and among disciplines that are oriented exclusively to a school as compared with services that may embrace more than one school and have some community orientations. The utility of the paradigm merits further exploration. (Author)

(1726) Verplanck, William S. TRAINERS, TRAINEES, AND ETHICS. Counseling Psychologist, 1970, 2(2), 71-75.

The individual who enters a group must fully understand exactly what the "contract" is, what the outcomes that might be sought will be, and the means whereby they will be sought. He must know and choose among the alternatives for experience and development. (Author)

(1727) Vondracek, Sarah I., and Vondracek, Fred W. THE MANIPULATION AND MEASUREMENT OF SELF DISCLOSURE IN PREADOLESCENTS. Merrill-Palmer Quarterly of Behavior and Development, 1971, 17(1), 51-58.

This study sought to develop a reliable measure of self-disclosure in preadolescents, and to use the completed instrument to study the effects of interviewer sex, subjects' sex, and interviewer disclosure input on disclosure output in this age group. Disclosing statements by the adult interviewers tended to increase self-disclosure. (Author)

(1728) Von Hoose, William, and Pietrofesa, John J. THE ELEMENTARY SCHOOL COUNSELOR: AN ADVOCATE FOR PUPILS. National Catholic Guidance Conference Journal, 1971, 15(2), 126-130.

It takes courage to be an advocate for pupils--to be genuine, committed and professional. The counselor should be concerned with the needs of the individual rather than the needs of society or the school itself. (Author/CJ)

(1729) Wagner, Hilmar. ADOLESCENT PROBLEMS RESULTING FROM THE LENGTHENED EDUCATIONAL PERIOD. Adolescence, 1970, 5(19), 339-344.

The increased social demands upon today's youth force them to stay in school longer, depend on their parents' financial aid for a greater length of time, and, consequently, be less independent psychologically. (CK)

(1730) Wagner, Hilmar. THE INCREASING IMPORTANCE OF THE PEER GROUP DURING ADOLESCENCE. Adolescence, 1971, 6(21), 53-73.

Ideally, adolescence is the time in which the young make decisions about themselves, but it is often difficult to do so in a changing society. Therefore, many adolescents seek attachments with others who are also searching for answers. This study investigates the searching patterns of high school youth, noncollege youth, and college youth. Results indicate that each group seeks out those others who best accommodate their needs system. Some youth conform, some alienate themselves, some find their place in society, and some continue to allude to the "generation gap." (Author/CJ)

(1731) Wagner, Rudolph F. SECONDARY EMOTIONAL REACTIONS IN CHILDREN WITH LEARNING DISABILITIES. Mental Hygiene, 1970, 54(4), 577-579.

Four categories of emotional reactions can be discerned among those suffering from complexes as a by product of learning disabilities: (1) defense and avoidance mechanisms; (2) compensatory mechanisms; (3) aggressiveness; and (4) anxiety and withdrawal. Treatment of these reactions to primary learning disabilities involve tutorial relationships, supportive counseling, psychotherapy, medication, behavior modification, and curriculum modification. (BY)

(1732) Wakefield, William M. AWARENESS, AFFECTION, AND PERCEIVED SIMILARITY IN THE PARENT-CHILD RELATIONSHIP. Journal of Genetic Psychology, 1970, 117(1), 91-97.

Sixty adolescents and their parents provided data which revealed that although parents were able to predict their adolescents' responses to a problem checklist with accuracy greater than change, this form of "parental awareness" appears unrelated to the degree to which the adolescent likes the parent or sees himself as similar to the parent. (Author/WY)

(1733) Walls, Richard T.; and Others. DELAY OF REINFORCEMENT AND TRAINING CHOICE BEHAVIOR FOR REHABILITATION CLIENTS. Rehabilitation Counseling Bulletin, 1970, 14(2), 69-76.

Data analysis indicates that rehabilitation clients in a residential job skill training program will defer immediate, less valued employment with the hope of obtaining a better position following training. (Author)

(1734) Walsh, Garnar. GROUP IS MORE THAN SUM OF ITS SELF-CONCEPTS. College and University Business, 1970, 49(3), 80.

Part three of the five-part series on leadership in which author describes effective channeling of self-concept as one of the principles of perceptual psychology which can promote good leadership. (Editor/IR)

(1735) Warner, Richard W.; and Others. MODEL REINFORCEMENT GROUP COUNSELING WITH ELEMENTARY SCHOOL CHILDREN. Elementary School Guidance and Counseling, 1971, 5(4), 248-255.

The results of the study indicate that model reinforcement counseling was effective in reducing the proportion of minimal goal discrepant children. The counseling helped the students set realistic goals with which they could be satisfied. The greatest amount of change took place in an inner city school. (Author)

(1736) Watley, Donivan J., and Kaplan, Rosalyn. CAREER OR MARRIAGE? ASPIRATIONS AND ACHIEVEMENTS OF ABLE YOUNG WOMEN. Journal of Vocational Behavior, 1971, 1(1), 29-43.

Women scholarship winners during the years 1956-1960 were followed up in 1965 to determine their marriage and/or career plans and to learn of conflicts encountered in implementing these plans. Altogether, 85% of them said that they definitely planned on having a career; those seeking an immediate career scored higher on scholastic ability tests than those who either planned no career or who planned to delay entering them. (Author)

(1737) Weber, Thomas R. AN EVALUATION OF THE EFFECTIVENESS OF SATB NORMS IN MDTA SELECTION. Journal of Employment Counseling, 1971, 8(1), 2-10.

Investigation of the use of SATB norms for MDTA training courses disclosed that approximately half the applicants admitted to training did not pass the appropriate norms. Results indicated that the SATB's had good selective efficiency for MDTA trainees; a new method of SATB interpretation was strongly supported by the data. (Author)

(1738) Wedel, Kenneth R. A THERAPEUTIC CONFRONTATION APPROACH TO TREATING PATIENTS WITH FACTITIOUS ILLNESS. Social Work, 1971, 16(2), 69-73.

Patients suffering from factitious illness present complex problems for themselves and hospital personnel. This article describes a multidisciplinary intervention through confrontation approach that has proved to be successful with such patients. (Author)

(1739) Weller, Eleanor. MY GOD! IT'S ROSIE! Facility: Journal of the Professional Counselors Association, 1971, 3(1), 7-9.

Presented is a set of personal reactions of a "middle aged" counselor trainee to a practicum experience. Brief, witty, yet pointed. (CJ)

(1740) Wellman, Frank E., and Gysberg, Norman C. MAIN QUESTION IS: DID THE PROGRAM MAKE A DIFFERENCE? American Vocational Journal, 1971, 46(2), 47-50.

This article proposes and discusses some aspects of a systematic approach to monitoring the effectiveness of career guidance, counseling, and placement programs on a statewide basis. (Author)

(1741) Wells, Joseph P. URBAN CORPS PROGRAMS. Junior College Journal, 1971, 41(7), 18-19.

Working full time during vacation periods and part time during the academic year, students have performed tasks ranging from monitoring air pollution control stations to teaching adolescent prisoners. The community has been served well through an honest combined effort to attack community problems. Through participation in the Urban Corps programs, students are demonstrating they are part of the community in which they go to college. (Author/CJ)

(1742) Welsh, George S. VOCATIONAL INTERESTS AND INTELLIGENCE IN GIFTED ADOLESCENTS. Educational and Psychological Measurement, 1971, 31(1), 155-164.

Results of this study indicate a positive relationship between nonverbal intelligence scores and scientific interests in the physical sciences and other vocations stressing methodical and rational approaches to their problems. Business interests, particularly in sales occupations and in vocations requiring social and personal contact with people, show a negative relationship. (Author)

(1943) Welter, Paul R. SOME RESENTMENTS AND FEARS OF PRE-SERVICE TEACHERS. Journal of Student Personnel Association for Teacher Education, 1971, 9(3), 81-87.

Typescript excerpts from group counseling sessions suggest that schools of education need to pitch their teaching and testing at higher cognitive levels. Giving primary attention to the bare knowledge or memory level is not only ineffective but also an unnecessary source of resentment among students. (Author)

(1744) Wertheimer, Patricia A. SCHOOL CLIMATE AND STUDENT LEARNING. Phi Delta Kappan, 1971, 52(9), 527-530.

The conclusion drawn from a study of student attitudes at an experimental school was that it seems questionable that a school climate can be established which, in and of itself, will lead to students' active engagement in the curriculum. The trick is to improve the curriculum, while preserving, as much as possible, those aspects of climate valued so highly by students and teachers alike. (Author/BY)

(1745) West, Mariquita. SOPHOMORE STUDENTS ON ACADEMIC PROBATION: A COMPARISON OF USERS AND NONUSERS OF A UNIVERSITY COUNSELING FACILITY. Journal of American College Health Association, 1971, 19(4), 235-238.

Study results are similar to findings of S. King (1968) which show very few differences in background between users and nonusers. Noncounseled students did as well academically as counseled, and only half of the latter felt their experience had been helpful. There appears to be a need for more evaluation of counseling effectiveness. (CJ)

(1746) Weston, Peter J., and Mednick, Martha T. RACE, SOCIAL CLASS AND THE MOTIVE TO AVOID SUCCESS IN WOMEN. Journal of Cross-Cultural Psychology, 1970, 1(3), 283-291.

Examined are race and social class differences in the expression of fear of success (termed M-s) in college women. The hypothesis that black women would show less M-s than white women was supported. Social class differences were not found. (RJ)

(1747) Whiteley, John M. ETHICAL QUESTIONS. Counseling Psychologist, 1970, 2(2), 62-65.

Eight key areas suggested for discussion by the APA and APGA as bases for formulation of ethical standards are (1) leader qualifications, (2) limits on procedure, (3) confidentiality of group participants, (4) participant selection, (5) informed consent of participants, (6) freedom of client to withdraw, (7) safeguards for participants against psychological injury, and (8) effectiveness research on group processes. (Author/CJ)

(1748) Whiting, Anita. SIX SMALL BOYS AND MARSHAL DILLON: CONTRIBUTION OF HERO IDENTIFICATION TO IMPROVE ON SCHOOL BEHAVIOR. California Personnel and Guidance Association Journal, 1970, 3(1), 13-18.

Summarized are several theoretical positions on identification, together with one application in a case study. An autographed picture of their hero was presented to each of six underachieving and disruptive boys in an effort to provide an "interested" adult role model for them. The school staff reinforced this identification with projects in which success could be achieved. The boys responded favorably. (CJ)

(1749) Whitman, Mryon, and Whitman, Joan. BEHAVIOR MODIFICATION IN THE CLASSROOM. Psychology in the Schools, 1971, 8(2), 176-186.

This article presents the theoretical rationale for behavior modification, principally through its comparison with traditional psychotherapies, and suggests some behavior modification techniques for the classroom management of maladaptive behavior. (Author)

(1750) Whitney, Mary E. WOMEN STUDENT PERSONNEL ADMINISTRATORS: THE PAST AND FUTURE. Journal of College Student Personnel, 1971. 12(1), 7-10.

The problem of what to do with the woman student personnel administrator when reorganization of the student personnel program occurs on college compuses has been discussed by many. This article reviews some of these discussions and then considers the future of this position. (Author)

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(1751) Wiechmann, Gerald H. EDUCATION FOR HEALTH BEHAVIOR: A PHILOSOPHICAL MODEL. Journal of American College Health Association, 1970, 19(2), 89-100.

This presentation focuses on (1) health policy statements issued by organizations concerned with education; (2) statements by authorities supporting the view that general education must include health concepts; (3) educational philosophy which provides justification for health education; (4) health education responsibility of classroom teachers; and (5) the "total" child and his community. (CJ)

(1752) Wiles, David K. THE MOSAIC COMPOSITION OF URBAN SCHOOL TEACHERS. Urban Education, 1970, 5(2), 141-151.

This article tests predictions that peripheral, compared with inner city and traditional schools, will have the largest percentage of teachers who are not only younger, teaching in elementary grades, females, white, and less experienced, but also more positive toward students and teaching. (JM)

(1753) Williams, Robert Bruce. SCHOOL SOCIAL WORKER: PROBLEMS ONLY? Journal of International Association of Pupil Personnel Workers, 1971, 15(2), 75-81.

School social work has short circuited its total effectiveness as the result of nearly exclusive attention to individuals, groups, or situations that fall within the many sided definition of "the problem." Attention is directed toward appropriate references in the literature of social work that relate to the dilemma. Consideration is given to concerns in other helping professions that operate in the school setting. (Author)

(1754) Williams, Robert L. ABUSES AND MISUSES IN TESTING BLACK CHILDREN. Counseling Psychologist, 1971, 2(3), 62-73.

The author concludes that one strategy for improving or changing the educational system would be to change the content of the tests as a way of bringing about educational reforms in the system. This effort might bring about a greater similarity between the predictor (tests) and the criterion (scholastic achievement). (Author)

(1755) Willman, Allen C. WITH A LITTLE HELP FROM BIG BROTHER. School Shop, 1970, 30(3), 52-54.

Senior-high school industrial arts students are serving as teacher aides and individual counselors to junior high school industrial arts students. (GR)

(1756) Wilson, Eugene S. THREE AREAS OF COUNSELING CONTROVERSY. Journal of National Association of College Admissions Counselors, 1971, 15(4), 18-20.

The Dean of Admissions at Amherst feels that counselors should not reveal personal student data to anyone unless cleared with the student; improper use of testing should continue to be attacked; and that students be advised that responsibility for learning is theirs and not the college's. (CJ)

(1757) Winborn, Bob B.; and Others. INSTRUCTIONAL OBJECTIVES FOR THE PROFESSIONAL PREPARATION OF COUNSELORS. Counselor Education and Supervision, 1971, 10(2), 133-137.

Described is the use of instructional objectives developed by educational technologists in designing programs for preparing counselors and counseling psychologists. (Author)

(1758) Winder, Alvin E., and Moss-Davies, Anthony. A DESCRIPTIVE STUDY OF COMMUNITY IN A MEN'S RESIDENCE HALL. National Association of Student Personnel Administrators Journal, 1971, 8(3), 193-196.

This article describes the student value system within a unique living arrangement that offers students an alternate life style where a common bond becomes the antidote for the depersonalization that occurs on large campuses. It is hoped the values learned will carry over after graduation. (Author/CJ)

(1759) Windle, J. L.; and Others. PROJECT 200: A RESEARCH REVIEW. Journal of College Placement, 1971, 31(4), 95-99.

This report is the second in a series of articles which deal with the current state of research in the areas of career planning and development, placement, and recruitment of college trained personnel. The present article summarizes studies within the categories of the "employer" and the "placement and career counseling center." (Author)

(1760) Wing, R. Cliff, and Mack, Patricia H. WIDE OPEN FOR LEARNING. American Education, 1970, 6(9), 13-15.

The author describes an open concept school, its problems, and ways to deal with these problems. Discussed are community acceptance, staff competence, student responsibility, and problems of adjustment. (BY)

(1761) Winickoff, Susan A. STUDENT SUICIDE. Today's Education, 1971, 60(4), 30.

Suicide and attempted suicide are significant and increasing problems among young people. Suicide attempts can be classified into major categories including an attempt to manipulate or punish others or regain contact with a deceased loved one, a manifestation of a mental disorder, a reaction to rejection, and the result of overwhelming shame or guilt. Use of drugs may also result in attempted suicide. Warning signals that the classroom teacher can recognize and suggestions for dealing with the suicidal child and with the effects of suicide upon the survivors--family, friends and classmates are discussed. (Author/CG)

(1762) Witters, Lee A., and Miller, Harry G. COLLEGE ADVISING: AN ANALYSIS OF ADVISOR ADVISEE ROLES. Journal of Student Personnel Association for Teacher Education, 1971, 9(2), 36-40.

Results of a survey of about 300 students and 14 members in one department of a major university disclosed that advising was restricted to academic educational guidance. Staff members felt a need to expand relationships to personal, social, and vocational guidance. In view of student demands for more relevant experiences, the present system of advising should be reevaluated. (Author)

(1763) Wittes, Glorianne, and Radin, Norma. TWO APPROACHES TO GROUP WORK WITH PARENTS IN A COMPENSATORY PRESCHOOL PROGRAM. Social Work, 1971, 16(1), 42-50.

This article describes a group work program devoted to changing the child rearing attitudes and practices of lower class mothers of preschool children. An activity and a discussion approach are analyzed in terms of their effectiveness in attaining the goals of the program. Participation in a parent education program can produce significant changes but the type of group work approach used to transmit such information does not affect the attractiveness of the group to its members. (Author/BY)

(1764) Wittman, James S., Jr. DATING PATTERNS OF RURAL AND URBAN KENTUCKY TEENAGERS. Family Coordinator, 1971, 20(1), 63-66.

The data indicates that most teenagers in these two high schools do not "go steady." They saw the greatest disadvantage of "going steady" as not being able to have a broader relationship with others. (Author)

(1765) Wittmer, Joe. AN OBJECTIVE SCALE FOR CONTENT ANALYSIS OF THE COUNSELOR'S INTERVIEW BEHAVIOR. Counselor Education and Supervision, 1971, 10(3), 200-208.

This paper describes a content analysis scale, the Counselor Activity Profile, that can be used to objectively and systematically quantify and profile a counselor's interview behavior according to the amount of interview time devoted to various discrete counseling responses. Research done with the scale is also described. (Author)

(1766) Wogan, Michael. EFFECT OF THERAPIST PATIENT PERSONALITY VARIABLES ON THERAPEUTIC OUTCOME. Journal of Consulting and Clinical Psychology, 1970, 35(3), 356-361

The MMPI was used to derive personality measures. Therapist and patient ratings of the therapy relationship served as the dependent variables. Therapy outcomes were found to be positively related to therapist's level of anxiety and negatively related to therapist's level of repressiveness. Patients' levels of anxiety and repressiveness were both positively related to outcomes. (Author)

(1767) Wolf, Martin G. AN ALTERNATIVE INTERPRETATION OF MASLING AND HARRIS' STUDY ON THE SEXUAL ASPECTS OF TAT ADMINISTRATION. Journal of Consulting and Clinical Psychology, 1970, 35(3), 328-329.

The findings of Masling and Harris were felt to violate the principle of parsimony and to cast unwarranted aspersions on the students who served as Es. The data were reinterpreted as showing that the male students were simply applying sound clinical principles in an attempt to do as well as possible on the task given them. (Author)

(1768) Woody, Robert H. COUNSELING AND HEALTH EDUCATION. Journal of School Health, 1971, 41(1), 3-8.

Since the process of health education can be termed "guidance," wherein a professional guides client behavior using an academically based framework, it is imperative that improved training for health counseling be accomplished by interdisciplinary cooperation fo relevant professionals. (Author/CJ)

(1769) Woody, Robert H. SELF UNDERSTANDING SEMINARS: THE EFFECTS OF GROUP PSYCHOTHERAPY IN COUNSELOR TRAINING. Counselor Education and Supervision, 1971, 10(2), 112-120.

Psychotherapeutic intervention, while failing to produce consistent gross differences between the experimental and control group did lead to subtle but important changes that could be interpreted as contributing meaningfully to training, particularly if a psychoanalytic frame of reference is accepted. (Author)

(1770) Wyrick, Thomas J., and Mitchell, Kevin M. RELATIONSHIP BETWEEN RESIDENT ASSISTANTS' EMPATHY AND WARMTH AND THEIR EFFECTIVENESS. Journal of College Student Personnel, 1971, 12(1), 36-40.

Levels of warmth were significantly related to student evaluation of effectiveness for females but not for males. While resident and student ratings of effectiveness were significantly related overall and for females, the counseling variables were not related significantly to head resident ratings. It appears that residents and students responded to different resident assistant characteristics in their evaluations. (Author/CJ)

(1771) Yamamoto, Kaoru. TO BE DIFFERENT. Rehabilitation Counseling Bulletin, 1971, 14(3), 180-188.

Attitudes toward deviant appearance and behavior are described in the context of labeling and social controls by society. There is created in the disabled a learned deviant role which creates more social exclusion. Professionals are challenged to examine their efforts to change the status of disabled individuals. (Author)

(1772) Young, D. Parker. DUE PROCESS STANDARDS AND GUIDELINES FOR STUDENT DISCIPLINE IN HIGHER EDUCATION. Journal of College Student Personnel, 1971, 12(2), 102-106.

The author concludes from his discussion of due process that although the courts have begun to depart somewhat from the doctrine of judicial nonintervention in student discipline in higher education, they still seem to prefer that the Dean and the student settle the issue in the Dean's office in a manner fair to all concerned. (Author/BY)

(1773) Young, Robert D. SEX, THE BIBLE AND MODERN MAN. Journal of School Health, 1970, 40(10), 527-531.

The author suggests four basic affirmations which the Bible makes concerning sex: sex is good; sex is more than a physical relationship; sex operates within culturally proscribed boundaries; and sexual guilt is forgiveable regardless of the deviation. These affirmations are discussed in relation to the teaching of sex education in the schools. (CJ)

(1774) Zerface, James P., and Cox, Walter H. SCHOOL COUNSELORS, LEAVE HOME. Personnel and Guidance Journal, 1971, 49(5), 371-375.

This article suggests that the counselor be relocated at an organizational base external to the school since there are factors inherent in many school systems which influence the counselor to compromise his counseling objectives. (Author)

(1775) Zider, Robert B. A NEW HIRE LOOKS AT THE RECRUITER'S ROLE. Journal of College Placement, 1971, 31(3), 91-93.

This article is a followup to one by M. C. Kidd, in this issue. The recruiter of technical personnel must be part psychologist, part engineer, and part accountant, keeping in mind the kind of investment each prospect represents. He must be specific, comprehensive, and more "sales" oriented than the non-technical recruiter. (Author/CJ)

(1776) Ziegler, Elwood. AN EVALUATION OF THE EFFECT OF PRETESTING ORIENTATION ON GATB SCORES. Journal of Employment Counseling, 1971, 8(1), 31-36.

Described is a pretesting orientation program designed to place disadvantaged applicants in a more competitive position in terms of test taking skills by developing (1) an understanding of why different kinds of tests are used, and (2) procedures to be used in teaching basic mechanics of good test taking skills. (BY)

(1777) Zigerell, James J. THE COMMUNITY COLLEGE IN SEARCH OF AN IDENTITY. The Journal of Higher Education, 1970, 41(9), 701-712.

If the education given in community colleges is to benefit all who pass through its doors and result in a better life both for the community and the individual, significant instructional innovation and improvement must be effected. The article contends that students at all ability levels must be encouraged to realize their fullest potential. (Author/BY)

(1778) Zirkel, Perry A., and Moses, E. Gnanaraj. SELF-CONCEPT AND ETHNIC GROUP MEMBERSHIP AMONG PUBLIC SCHOOL STUDENTS. American Educational Research Journal, 1971, 8(2), 253-265.

The purpose of this study was to investigate further the possible relationship of self-concept to ethnic group membership and mixture in the school setting. Results indicated that the self-concept of these children was significantly affected by their ethnic group membership but not by the majority-minority mixture of the groups within the schools. The significant affect was ascribed to the lower self-concept of the Puerto Rican children in the study. (Author)

(1779) CAREERS FOR SOCIAL CHANGE. Personnel and Guidance Journal, 1971, 49(9), 740-745.

Common counselor aids like aptitude test scores, aptitude job matching, and corporate recruiting tests work only if the individual perceives herself in the same way that the tester does. The writer suggests that the counselor get closer to the alienated in order to help the cause of alternative counseling. (Author/BY)

(1780) CONFERENCE ISSUE: JOURNAL OF THE AMERICAN ORTHOPSYCHIATRIC ASSOCIATION. American Journal of Orthopsychiatry, 1971, 31(2).

This issue contains a digest of papers presented at the Forty-Eighth Meeting of the American Orthopsychiatric Association, Washington, D.C., March 1971. In it are a number of abstracts of speeches pertaining to: mental health; use and training of paraprofessionals; class issues in the classroom as well as in society; concerns of adolescents and youth; and school mental health. (CJ)

(1781) COUNSELING THE TECHNICALLY-ORIENTED STUDENT. Man/Society/Technology – A Journal of Industrial Arts Education, 1970, 30(2), 61-62.

Presented are capsule overviews of various counseling procedures used in counseling technically-oriented students, as determined by a special survey conducted by Bell and Howell Schools. (GR)

(1782) CPS HOLDS A VIDEO TAPE INSTITUTE. Journal of College Placement, 1971, 31(3), 59-64.

College Placement Services held a pilot program in the philosophy and mechanics dealing with video tapes and the effect it can have on placement, recruitment, and career counseling. (Editor)

(1783) DRUGS AND THE SCHOOLS: TWO CASE STUDIES. Educational Product Report, 1970, 3(7), 4-15.

Research teams visited an urban and a suburban school to get a firsthand look at the drug problem, what the schools were doing about it, and what methods and materials they were using. (Author)

(1784) GUIDANCE AND INDUSTRIAL ARTS EDUCATION. . . FOR THE '70'S: PART II. Man/Society/Technology – A Journal of Industrial Arts Education, 1970, 30(4), 76-81.

Part II of an article begun in the November issue deals with occupational orientation, occupational studies, and career guidance techniques, and includes a comprehensive collection of guidance information sources. (GR)

(1785) HOW COUNSELORS SEE THEMSELVES: WORKING WITH "THE OTHER RACE." Florida Schools, 1970, 32(5), 4-7.

This study of selected black and white school counselors in Florida attempts to determine the nature of counselor involvement in the desegregation process. (JM)

(1786) HOW TO TELL IF YOUR DISTRICT'S GUIDANCE PROGRAM IS MAKING SENSE. American School Board Journal, 1970, 158(3), 39-41.

Described is a test designed for board members and administrators to rate and to learn more about their guidance programs. (JF)

(1787) IF AT FIRST THEY DON'T SUCCEED. . .YOUNGSTERS WHO FAIL AT JOBS GO BACK FOR MORE TRAINING. Manpower, 1970, 2(8), 8-12.

Dropouts, some with police records, are trained for clerical work while working part-time. Unsuccessful trainees are recycled until they receive a permanent job. (BH)

(1788) LEGISLATION: CHILD ABUSE. Journal of International Association of Pupil Personnel Workers, 1971, 15(2), 101-103.

This is the first edition of a newly scheduled section which will appear in each future issue of the journal and which will deal with different aspects of legislation pertinent to child welfare. (CJ)

(1789) THE OCCUPATIONAL OUTLOOK HANDBOOK IN BRIEF. Occupational Outlook Quarterly, 1970, 14(2), 7-17.

Tables of data give estimated annual employment openings to 1980, and employment prospects in over 200 occupations, grouped into eight categories. (Editor)

(1790) RAPPING IN SMALL GROUPS. Women: A Journal of of Liberation, 1971, 2(2), 49-50.

Described is a process wherein women who are members of the Women's Liberation Movement speak to each other out of direct personal experience to enable them to develop consciousness of their oppression, to break down barriers to understanding and love of self and each other, and to offer experience in the development of trust, growth, and action. (Author/CJ)

Are you working with young men concerned about the draft and their military obligations? Consult the following descriptors:

MILITARY PERSONNEL
HIGH SCHOOL STUDENTS
COUNSELOR ROLE

(1791) REHABILITATING THE DISADVANTAGED. California Personnel and Guidance Association Journal, 1971, 3(2), 69-73.

The information provided was selected for its value to individuals, agencies, and governmental programs attempting to cope with the problems of disadvantaged persons. (Author)

(1792) 16mm FILMS ON DRUG, ALCOHOL AND TOBACCO ABUSE. PRODUCT INFORMATION SUPPLEMENT NO. 6. Educational Product Report, 1970, 3(7), 1-36.

Sixty-two films on drug abuse, 33 on smoking abuse, and 28 on alcohol abuse are listed showing title, distributor, suggested grade level, technical information, description of content, cost, and availability. (MLF)

(1793) TEN DRUG ABUSE FILMS: WHAT STUDENTS AND PROFESSIONALS THINK OF THEM. Educational Product Report, 1970, 3(7), 16-27.

Films are evaluated by one or more groups of student evaluators from twelve schools. Each evaluation includes the title of and some descriptive comments about the film, a brief description of the school, the students, their evaluative judgments, and a professional review. (MLF)

BOOK RESUMES

(1794) Abt, Clark C. SERIOUS GAMES. New York: Viking Press, 1970.

The ways in which games can be used are explored in this book, not just for themselves or for pleasure, but to instruct, inform, and educate us all through the experimental and emotional freedom of active play united with the precision of abstract thought.

(1795) Ackerman, N. W. (Ed.) FAMILY PROCESS. New York: Brunner/Mazel, 1970.

This is a basic source book in which one of the pioneers of family therapy presents some of the best and most influential work done over the last nine years.

(1796) Adams, Frank, and Stephens, Clarence W. COLLEGE AND UNIVERSITY STUDENT WORK PROGRAMS: IMPLICATIONS AND IMPLEMENTATIONS. Carbondale: Southern Illinois University Press, 1970.

The whole field of financial assistance to college and university students is explored within a practical and articulate philosophy by these two authors.

(1797) Ambrosino, Lillian. RUNAWAYS. Boston, Mass.: Beacon Press, 1971, 150P.

Written for runaways themselves, their parents and counselors, the book gives an overview of the reasons for escape and the problems to be faced. It discusses methods of survival, medical and legal considerations and where to find help.

(1798) Argyris, Chris. INTERVENTION THEORY AND METHOD, A BEHAVIORAL SCIENCE VIEW. Reading, Mass.: Addison-Wesley Publishing Co., 1970, 374P.

This volume evaluates the methods by which organizational change can be made effective and presents a theory of consulting that is valid for an interventionist.

(1799) Astin, Alexander W. PREDICTING ACADEMIC PERFORMANCE IN COLLEGE. Riverside, N.J.: Free Press, 1970, 250P.

This reference aids counselors and admissions personnel to estimate a student's chances of being admitted to and staying in 2300 junior and four-year colleges. A general primer on colleges and 60 pages of success prediction tables are included.

(1800) Attwell, A. A. A HANDBOOK FOR SCHOOL PSYCHOLOGISTS. Burbank, Calif.: Eire Press, 1970, 192P.

This booklet purports to be a handy guide for the new or experienced school psychologist, especially in California. Practically-oriented rather than research-oriented, it is a compendium of common-sense actions and recommendations with a prescriptive teaching bias. It is also useful for the pre-service training school of psychometrists and psychologists, and many counselors will find it helpful.

(1801) Barber, T. X. LSD, MARIJUANA, YOGA, AND HYPNOSIS. New York: Brunner/Mazel, 1970.

Presented is a detailed analysis of the complex phenomena associated with the "psychedelic" drugs and with techniques of hypnosis and yoga. The author critically questions long-held assumptions about effects of these drugs on consciousness and perception.

(1802) Batten, Madge. THE HUMAN FACTOR IN YOUTH WORK. New York: Oxford University Press, 1970, 170P.

This book presents cases which illustrate a variety of problems with young people, with members' committees, and management committees, with assistants and helpers, and with adults unconnected with any group or club. Each case is followed by a commentary in which the nature of the problem presented by the case is discussed, and various ways of dealing with it are critically assessed.

(1803) Beaumont, Andre G. CAREER COUNSELING AND PLACEMENT NEEDS OF BLACK STUDENTS AT INTEGRATED COLLEGES. Bethlehem, Pa.: College Placement Services, 1970, 43P.

This book presents reports from three employers and one graduate school on "Recruiting Minorities" and from one university and one college on "Placement Programs for Minorities." Task group reports and recommendations are also included.

(1804) Blachly, Paul H. (Ed.) DRUG ABUSE, DATA AND DEBATE. Springfield, Ill.: Charles C. Thomas, 1970, 322P.

The contributors have produced a compendium of drug abuse problems. Included are items of current interest. Finally, there is an analysis of the practical and philosophic steps that must be taken to contain the social hazards of drug abuse.

(1805) Bottom, Raymond. THE EDUCATION OF DISADVANTAGED CHILDREN. West Nyack, N.Y.: Parker Publishing Co., 1970, 225P.

The author advises on: how to recruit and keep teachers who can work successfully with disadvantaged children, how to raise quickly reading levels and skills of disadvantaged children, how to instill discipline and orderliness throughout the school, how to communicate with every segment of the community without arousing hostility, and how to recognize the special needs of disadvantaged children and deal with them realistically.

(1806) Briggs, Dorothy Corkille. YOUR CHILD'S SELF-ESTEEM: THE KEY TO HIS LIFE. Garden City, N.Y.: Doubleday, 1970, 341P.

Based on the understanding of the importance of how a child views himself, this book offers a formula for building high-esteem. The author focuses on each issue in the light of its impact on the child's sense of identity. She draws on her own experience and on insights enbodying the insights of modern psychology and communicates them with many everyday illustrations.

(1807) Brim, Orville G., Jr.; and Others. AMERICAN BELIEFS AND ATTITUDES ABOUT INTELLIGENCE. New York: Russell Sage Foundation, 1969, 291P.

This research provides the most complete description of American beliefs about intelligence and intelligence tests ever published. Most of the discussion is based upon the responses to an experience and attitudes survey administered in 1963-64 to about 10,000 secondary school students. The authors offer recommendations for institutional change based upon their findings.

(1808) Brooks, Gary D., and Brooks, Bonnie S. (Comps.) THE LITERATURE ON STUDENT UNREST. Englewood Cliffs, N.J.: Educational Technology Publications, 1971.

This bibliography lists more than 1,000 titles of books, magazine articles, newspaper reports, and unpublished written materials dealing with all facets of student unrest prior to the autumn of 1969.

(1809) Cahalan, Don. PROBLEM DRINKERS. San Francisco: Jossey-Bass, 1970.

This is one of the first studies to concentrate on the noninstitutionalized adult household population rather than upon the institutionalized. The book shows the prevalence of types of drinking problems, demographic characteristics, and the

prevalence rates when social-psychological characteristics are taken into account. Conclusions and implications of the study are presented.

(1810) Campbell, Robert E.; and Others. VOCATIONAL DEVELOPMENT OF DISADVANTAGED JUNIOR HIGH SCHOOL STUDENTS. Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University, 1969, 88P.

This is a study of disadvantaged and nondisadvantaged students in seventh and ninth grades. Disadvantaged students reported giving more thought to school plans, their future job, viewed teachers in a more favorable light, saw the school as an opportunity to prepare for a productive and satisfying life despite previously acquired socioeconomic handicaps.

(1811) Cattell, Nancy G., and Sharp, Shirley. COLLEGE AND CAREER: ADJUSTING TO COLLEGE AND SELECTING AN OCCUPATION. New York: Appleton-Century-Crofts, 1970, 334P.

Offered is a comprehensive explanation of how the Dictionary of Occupational Titles and the Occupational Outlook Handbook may be used in combination with measured vocational interest to facilitate decisions in career planning.

(1812) Clark, K. E., and Miller, G. A. (Eds.) PSYCHOLOGY. Englewood Cliffs, N.J.: Prentice Hall, 1970, 146P.

A valuable resource for school psychologists, this book aims to provide a comprehensive review and appraisal of the field of psychology. Areas covered include biological basis of behavior, motivation and learning, information processing, individual differences, and measurement.

(1813) Combs, Arthur W.; and Avila, Donald L.; and Purkey, William W. THE HELPING RELATIONSHIP SOURCE-BOOK. Boston: Allyn and Bacon, 1971.

This collection of papers gives new insights into the nature and dynamics of the helping professions. The papers included cover such aspects of the helping relationship as the psychological basis for the helping, the process of helping, and the nature of the persons in the process.

(1814) Cottle, William C., and Downie, E. M. PREPARATION FOR COUNSELING. Englewood Cliffs, N.J.: Prentice-Hall, 1970, (second edition), 420P.

This is a discussion of the methods available to the counselor for assessing a student's attributes and abilities before the counseling interview. It is important for the counselor to have a thorough knowledge of the available testing and appraisal aids. He can then approach the interview aided by an understanding of his client, putting him in sounder position to help with discussions. This edition stresses that understanding of the student transcends the counseling method.

(1815) Cox, Rachel Dunaway. YOUTH INTO MATURITY: A STUDY OF MEN AND WOMEN IN THE FIRST TEN YEARS AFTER COLLEGE. New York: Mental Health Materials Center, 1970, 347P.

This project was a longitudinal study of how 63 young people functioned during a 10-year period following their graduation from college. Its purpose was to clarify the concept of the mentally healthy, normally functioning adult. The focus of the investigation 10 years later was six tasks of adulthood: further education, work, marriage, parenthood, relation to own parents, and management of money.

(1816) Cramer, Stanley H.; and Others. RESEARCH AND THE SCHOOL COUNSELOR. Boston: Houghton Mifflin, 1970.

The four authors of this paperback set out to present 11 research techniques and approaches that are within the areas of concern and competence of the typical school counselor.

(1817) Dilley, Josiah S. HIGHER EDUCATION: PARTICIPANTS CONFRONTED. Dubuque, Iowa: William C. Brown Publishers, 1970, 123P.

A collection of campus problem situations is presented with possible decisions and discussion of issues involved in decision making. Problem situations include student power, violence, drugs, nudity, and race relations.

(1818) Eggeman, Donald F.; Campbell, Robert E.; and Garbin, Albeno P. PROBLEMS IN THE TRANSITION FROM SCHOOL TO WORK AS PERCEIVED BY YOUTH OPPORTUNITY CENTER COUNSELORS: A NATIONAL SURVEY. Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University, 1969, 82P.

The most frequently mentioned problems were inadequate training and job skills; lack of information about work and training opportunities; lack of responsibility, self-discipline, and initiative; unrealistic aspirations and expectations; and poor work habits. The most frequent recommendation was th "schools should provide more and better occupational information."

(1819) Evans, Ellis D. (Ed.) ADOLESCENTS, READINGS IN BEHAVIOR AND DEVELOPMENT. Hinsdale, Ill.: Dryden Press, 1970, 523P.

The range of material found in this book encompasses four goals of adolescence: status, sociality, sexuality, and values and morality. This book has been oriented toward at least four outcomes: a recognition and appreciation for the nature of adolescent study, processes or conditions of development and learning, importance of positive human relations for effective development, and an appreciation of research on adolescence.

(1820) Faas, Larry A. (Ed.) THE EMOTIONALLY DISTURBED CHILD: A BOOK OF READINGS. Springfield, Ill.: Charles C. Thomas, 1970, 386P.

Selections include 34 articles dealing with identification, understanding, and education of emotionally disturbed children. The first section considers man's approach to defining emotional disturbance and the identification of children with emotional problems; a second section focuses upon adaptations involved in the creation of a therapeutic program; and the concluding sections concentrate upon management, discipline, and prevention of emotional disturbance.

(1821) Favazza, Armando R.; Favazza, Barbara Starks; and Margolis, Philip M. GUIDE FOR MENTAL HEALTH WORKERS. Ann Arbor: University of Michigan Press, 1970, 110P.

Aimed at the lay mental health worker, the coverage includes an overview of mental disease and treatment, stresses of everyday life, community mental health, the interview, suicide, alcoholism and drug abuse, and community resources.

(1822) Foley, James A., and Foley, Robert K. THE COLLEGE SCENE: STUDENTS TELL IT LIKE IT IS. New York: McGraw-Hill, 1971.

The book is a synthesis of student opinion on parents and professors, God and religion, sex and drugs. It seems kids are happier than their parents, believe in God, and would rather not use drugs. Yet, there is no way of estimating the statistical validity of the research.

(1823) Franzblau, Rose N. THE MIDDLE GENERATION. New York: Holt, Rinehart and Winston, 1971, 252P.

A psychologist discusses urgent concerns of a group that finds itself betwixt and between, contending with not one, but two generation gaps, between them and their children and between them and their parents.

(1824) Gagnon, John H., and Simon, William (Eds.) THE SEXUAL SCENE. Chicago: Aldine, 1970, 150P.

This volume confronts the myths and realities of the sexual revolution in America, and helps explain the limits as well as the goals of a new generation in search of new standards of conduct.

(1825) Gebhard, P., Rabock J., and Guiese, H. THE SEXUALITY OF WOMEN, VOL. 1. New York: Brunner/ Mazel, 1970.

Presented is a comprehensive overview of female sexuality. In the first part, the Director of the Kinsey Institute details what we know about sexual befhavior of women. Part II shows how women express themselves sexually in different cultures, and Part III applies the psychological and anthropological data discussed in the first two parts to immediate problems of women today.

(1826) Geller, Allen, and Boas, Maxwell. THE DRUG BEAT. New York: McGraw-Hill, 1971.

The authors discuss the use of three major drugs (LSD, marijuana, amphetamines) from the historical, legal, sociological, psychological and medical viewpoints. They also attempt to show what scientific research into the use of drugs is going on.

(1827) Golembiewski, Robert T., and Blumberg, Arthur. SENSITIVITY TRAINING AND THE LABORATORY APPROACH. Itasca, Ill.: F. E. Peacock Publishers, 1970, 515P.

This book has four major emphases specifically describing and analyzing (1) a learning strategy – the "laboratory approach," (2) various learning media and designs that are derived from the laboratory approach; (3) concepts that theoretically relate processes and outcomes that are induced by the laboratory approach; and (4) the variety of ways in which the laboratory approach can be applied in the office, school and home.

(1828) Gorodetzky, Charles W., and Christian, Samuel T. WHAT YOU SHOULD KNOW ABOUT DRUGS. New York: Harcourt Brace Jovanovich, 1970, 121P.

This book is designed for children in the upper elementary grades and is based on the authors' experience in teaching facts about drugs to children in elementary schools in Kentucky. The facts about the dangers and damage of various kinds of drugs abuse are recounted. Also covered are the good things about drugs, when taken under medical supervision.

(1829) Grey, Alan L. (Ed.) MAN, WOMAN, AND MARRIAGE: SMALL GROUP PROCESS IN THE FAMILY. New York: Atherton, 1970, 225P.

Experts discuss ways people choose their mates, how family social system entraps its members in neurotic games, and the true nature of marital love.

(1830) Gross, Ronald, and Gross, Beatrice (Eds.) RADICAL SCHOOL REFORM. New York: A Clarion Book, 1971.

Radical School Reform is an anthology of change and suggestions for change and innovation in American education. The suggestions are from widely diverse sources including street academies, ghetto experiments, case studies, Kozol, Holt, Goodman, McLuhan, Clark, and Friedenberg, to name a few.

(1831) Hadfield, J. A. CHILDHOOD AND ADOLESCENCE. Baltimore: Penguin Books, 1970.

This book is a survey of personality and physical development from infancy through adolescence, intended as a guide to child rearing.

(1832) Hart, Harold (Ed.) DRUGS: FOR AND AGAINST. New York: Hart Publishing Co., 1970, 240P.

Included are 12 essays on drugs from writers ranging from the extremely conservative Max Rafferty to Marijuana Review's editor Michael Rossman.

(1833) Hart, Richard L., and Saylor, J. Galen. STUDENT UNREST: THREAT OR PROMISE? Washington, D.C.: National Education Association, 1970, 124P.

Proceedings of two Association for Supervision and Curriculum Development conferences held in 1969 are presented. The presenters generally conclude that unrest is more promising than apathy as it may lead to an awakening.

(1834) Hauser, Stuart T. BLACK AND WHITE IDENTITY FORMATION. New York: John Wiley and Sons, 1971, 160P.

This book contains studies in the psychological development of lower socioeconomic class adolescent boys. The results of the study suggest distinct modes of identity formation for the white and black boys. Sociocultural and developmental models are proposed as a means for understanding the developmental identity differences.

(1835) Hellmuth, J. (Ed.) DISADVANTAGED CHILD, VOL. 3. New York: Brunner/Mazel, 1970, 466P.

This volume is a reassessment of the fundamental contributions on Head Start, intelligence, educating children with differential characteristics, modification of cognitive skills and other urgent and timely topics by James Winschel, Doxey Wilkerson, Arthur Jensen, Wilson Riles, Luigi Cavalli-Sforza, Herbert Zimiles, Siegfried Engelmann and others who have played leading roles in these programs.

(1836) Herron, Orely R. (Ed.) NEW DIMENSIONS IN STUDENT PERSONNEL ADMINISTRATION. Scranton, Pa.: Intext Educational Publishers, 1970, 244P.

The role of the student personnel administrator in such areas as campus ministry, the junior college, and inservice education is examined.

(1837) Herron, William G.; and Others. CONTEMPORARY SCHOOL PSYCHOLOGY. Scranton, Pa.: Intext Educational Publishers, 1970, 270P.

This practical handbook for practicing and future school psychologists is designed to help the psychologist function in particular school situations.

(1838) Hewett, Frank M. THE EMOTIONALLY DISTURBED CHILD IN THE CLASSROOM. Rockleigh, N. J.: Allyn and Bacon, 1970.

This book shows how the "engineered classroom" concept, utilizing a system of checks and rewards, increases the learning power of pupils. It includes 373 illustrated pages describing the learning process and the results of a year-long experiment.

(1839) Hill, John P., and Shelton, J. (Eds.) READINGS IN ADOLESCENT DEVELOPMENT AND BEHAVIOR. Englewood Cliffs, N.J.: Prentice-Hall, 1971, 446P.

The book brings together contemporary empirical and theoretical

contributions aimed toward understanding adolescent development and behavior. Information related to Erikson's formulations on adolescent identity, and on Piaget and Piaget-inspired research are included. Articles illustrate the diversity of adolescent experience in various social classes.

(1840) Hinton, Gertrude D. M. TEACHING SEX EDUCATION A GUIDE FOR TEACHERS. Belmont,. Calif.: Fearson Publishers, 1970, 96P.

Described are some effective classroom-tested methods to use when teaching sex education in Grades 6, 7, and 8. Stress is placed on developing proper attitudes – in both student and teacher.

(1841) Horowitz, Irving Louis, and Friedland, William H. THE KNOWLEDGE FACTORY: STUDENT POWER AND ACADEMIC POLITICS IN AMERICA. Chicago: Aldine, 1970, 366P.

This book attempts to treat objectively the subject of student unrest. It deals with the forms and strategies of activism, students as a social class engaged in a class struggle, and the special implications of black activism on the campus.

(1842) Ichheiser, Gustav. APPEARANCES AND REALITIES. San Francisco: Jossey-Bass, 1970.

Ichheiser's main concern is interpersonal perception, particularly the forming of false impressions of one another by individuals and groups. Excursions are made into a variety of other contemporary social psychological topics.

(1843) Klein, George S. PERCEPTION, MOTIVES, AND PERSONALITY. New York: Knopf, 1970, 478P.

The author has arranged the essays so that they develop a particular point of view, that of motivated cognition. They deal with the interplay of simultaneously active motives and their effects on action, with the conditions in which reality-effective perceiving is supported, and with the conditions in which it is undermined.

(1844) Kounin, Jacob S. DISCIPLINE AND GROUP MANAGEMENT IN CLASSROOMS. New York: Holt, Rinehart and Winston, 1970, 178P.

The techniques of managing classrooms demonstrated in this study were not invented by the author, but were uncovered or learned as a result of watching and analyzing videotapes of real classrooms and by comparing what teachers did in successful classrooms with what teachers did in less successful classrooms. The study also includes how a teacher's method of handling the misbehavior of a student influences the other students who are audiences to the event but not themselves targets.

(1845) Kozley, Paul W. (Ed.) SELECTIONS FOR AN INTRODUCTION TO GUIDANCE. Berkeley, Calif.: McCutchan Publishing Corp., 1970, 346P.

This book presents basics of the guidance field and applications of behavioral science to educational problems.

(1846) Kroll, Arthur Maynard; and Others. CAREER DEVELOPMENT--GROWTH AND CRISIS. New York: John Wiley and Sons, 1970, 262P.

The authors present a theoretical discussion of "the interrelation and interdependence. . .of self and career" and "the development of decision-making abilities." Also covered are the nature and development of commitment and the career crisis of losing one's job.

(1847) Lekan, Helen A. (Ed.) INDEX TO COMPUTER ASSISTED INSTRUCTION (2ND ED.) Boston: Sterling Institute, 1970.

No other single reference so completely covers the lesson material which is being produced for Computer Assisted Instruction (CAI) in the western world. Over 900 entries describe programs used or produced at 85 CAI centers. Programs are cross-referenced in five indexes arranged by subject matter, central processor, programming language, instructional logic and originating organization.

(1848) Lessinger, Leon M. EVERY KID A WINNER: ACCOUNTABILITY IN EDUCATION. New York: Simon and Schuster, 1970.

This book is an exhortation to innovation in management and instruction. The author urges educational engineering in what is essentially a plea to fix more precise learning objectives and then to accommodate differentials in learning aptitude with differential time spans for achieving those objectives.

(1849) Ligon, Mary, and McDaniel, Sarah W. THE TEACHER'S ROLE IN COUNSELING. Englewood Cliffs, N.J.: Prentice-Hall, 1970, 196P.

This book helps secondary teachers to discover how to work more effectively with individual students. It was written for pre-service and inservice secondary school teachers, and is designed to help teachers become more effective as counselors.

(1850) Love, Harold D. YOUTH AND THE DRUG PROBLEM, A GUIDE FOR PARENTS AND TEACHERS. Springfield, Ill.: Charles C. Thomas, 1971, 101P.

The text deals with the definition and explanation of drug abuse, a brief history of drug dependence and the motivational patterns in drug usage. Also discussed are a description of the drug's primary and secondary effects, a description of the drug's physical properties and appearance, the different ways a drug may be taken, and the penalty for illegal possession.

Do you want to provide more meaningful work experiences for your high school students? See what others are doing by checking the following descriptors:

WORK EXPERIENCE PROGRAMS
YOUTH EMPLOYMENT
SCHOOL COMMUNITY RELATIONSHIP

(1851) McCarthy, James J., and McCarthy, Joan F. LEARNING DISABILITIES. Rockleigh, N.J.: Allyn and Bacon, 1970.

This book presents an objective consensus of different viewpoints, with particular emphasis on the educational aspects of learning disabilities. Its format (including a 10-page bibliography) also considers definitions, causes, teacher preparation, research, legislation, and parent groups.

(1852) McIntire, Roger W. FOR LOVE OF CHILDREN: BEHAVIORAL PSYCHOLOGY FOR PARENTS. Del Mar, Calif.: CRM Books, 1970, 208P.

This book serves as an aid to parents in discovering what their children want, and how to satisfy these wants by focusing on specific situations and by using the scientific techniques of behavioral psychology to solve specific problems.

(1853) Mahrer, Alvin R. (Ed.) NEW APPROACHES TO PERSONALITY CLASSIFICATION. New York: Columbia, 1970, 425P.

Among the new approaches offered are: a factor analytic system for bridging the gap between clinicians and psychometric theory, a typological classification of the behavior disorders, a diagnostic dimension of therapeutic accessibility for psychotherapy patients, and an existential-transactional diagnostic system.

(1854) Maizels, Joan. ADOLESCENT NEEDS AND THE TRANSITION FROM SCHOOL TO WORK. London: Athlone Press, distributed by Oxford University Press, N.Y., 1970, 354P.

This book details the most systematic study to date of the experiences of school leavers as they seek a place in the adult world. In it, each phase of the transition, the frustrations and satisfactions associated with the change, and the nature, content, and conditions of work are examined.

(1855) Marin, Peter, and Cohen, Allan Y. UNDERSTANDING DRUG USE: AN ADULT'S GUIDE TO DRUGS AND THE YOUNG. New York: Harper and Row, 1971, 163P.

This book has been written to help parents and other concerned adults understand drug use and to focus on realistic approaches to dealing with it. Marin and Cohen concentrate on the minimization of drug misuse and suggest specific ways in which parents, teachers, community workers, and others can work with adolescents to direct them toward sensible usage.

(1856) Nikelly, Arthur G. (Ed.) TECHNIQUES FOR BEHAVIOR CHANGE: APPLICATIONS OF ADLERIAN THEORY. Springfield, Ill.: Charles G. Thomas, 1971, 224P.

The book provides a reasoned and practical approach to the treatment of prevalent contemporary problems and is useful for the therapist in psychiatry, psychology, social work, counseling and education. Many of the techniques suggest how the therapist may understand his client in a shorter time and achieve behavior change more rapidly.

(1857) Noland, Robert L. (Ed.) COUNSELING PARENTS OF THE MENTALLY RETARDED: A SOURCEBOOK. Springfield, Ill.: Charles C. Thomas Publishers, 1970, 404P.

This collection of articles concerns individual and group counseling of parents of the mentally retarded. Appendices list facilities for the retarded, available films, and literature.

(1858) Ofshe, Lynne, and Ofshe, Richard. UTILITY AND CHOICE IN SOCIAL INTERACTION. Englewood Cliffs, N.J.: Prentice-Hall, 1970, 195P.

The authors analyze both simulated and real interactive situations in terms of a maximization of expected utility theory of decision-making. The theory is applied primarily to behavior in coalition formation games.

(1859) Osipow, Samuel H., and Walsh, W. Bruce. BEHAVIOR CHANGE IN COUNSELING. New York: Appleton-Century-Crofts, 1970, 275P.

This is one of the few books which provide background material in the theoretical, empirical, and applied foundations of the behavioral counseling approach. A wide range of case studies illustrates the application of the behavior modification approach.

(1860) Osipow, Samuel H., and Walsh, W. Bruce. STRATEGIES IN COUNSELING FOR BEHAVIOR CHANGE. New York: Appleton-Century-Crofts, 1970, 150P.

Using a behavioral approach, the authors have presented a brief history of the development of counseling approaches, a method for classifying observations regarding clients in order to facilitate behavioral diagnosis, and a statement of four kinds of counseling strategies open to counselors.

(1861) Osterbind, Carter C. (Ed.) HEALTH CARE SERVICES FOR THE AGED. Miami, Fla.: University of Florida Press, 1970, 149P.

Health Care Services for the Aged is a report on the three-day proceedings of the Nineteenth Annual Southern Conference on Gerontology held at the University of Florida early in 1970. The papers touched on such broad topics as the economic impact of chronic illness, nursing homes, hospitals, and extended care facilities.

(1862) Otto, Herbert A. GROUP METHODS TO ACTUALIZE HUMAN POTENTIAL: A HANDBOOK. Beverley Hills, Calif.: Holistic Press, 1970.

This handbook deals with techniques utilized in basic encounter, sensitivity, and marathon groups. Two purposes are: (1) to furnish general frameworks useful in expanding awareness which can serve to actualize potential, and (2) to create an interpersonal environment where open communication and confrontation is encouraged.

(1863) Perrone, Philip A.; Ryan, T. Antoinette; and Zeran, Franklin R. GUIDANCE AND THE EMERGING ADOLESCENT. Scranton, Pa.: Intext Educational Publishers, 1970, 260P.

This is a discussion of why and how pupil services assist the emerging adolescent to understand, accept, and utilize his total being in relation to his aspirations.

(1864) Peterson, James A. COUNSELING AND VALUES: A PHILOSOPHICAL EXAMINATION. Scranton, Pa.: Intext Educational Publishers, 1970, 272P.

The author seeks to clarify the meaning of values. His approach is prescriptive, analytical, and philosophical.

(1865) Petroni, Frank A.; Hirsch, Ernest A.; and Petroni, C. L. 2, 4, 6, 8 WHEN YOU GONNA INTERGRATE? New York: Behavioral Publications, 1971, 258P.

The social-phychological impact of attending an integrated high school is examined in a case studies approach using student subgroups, ranging from black "elites" to white racists. The interview material is presented in the students' own words, with comments by the authors.

(1866) Pierce, Ruth I. SINGLE AND PREGNANT. Boston, Mass.: Beacon Press, 1970, 222P.

An experienced counselor and trained social worker offers sound advice on where to seek counseling as well as medical, legal, and financial aid. She steps outside traditional moralizing to outline the roads the single, pregnant girl can take--abortion, marriage, adoption, single parenthood--and what to expect from each.

(1867) Rosenblith and Allinsmith (Eds.) THE CAUSES OF BEHAVIOR. Rockleigh, N.J.: Allyn and Bacon, 1970.

This book has been revised and updated to provide the latest research in child development and educational psychology, a broader discussion of culturally deprived children, and a thorough treatment of Piaget.

(1868) Roth, Robert M.; Hershenson, David B.; and Hilliard, Thomas. THE PSYCHOLOGY OF VOCATIONAL DEVELOPMENT: READINGS IN THEORY AND RESEARCH. Boston, Mass.: Allyn and Bacon, 1970, 528P.

This vocational anthology includes 57 articles grouped as social/psychological, developmental personality, self-concept identity, needs and values, and decision-making theories.

(1869) Sabine, Gordon A. HOW STUDENTS RATE THEIR SCHOOLS AND TEACHERS. Washington, D.C.: National Association of Secondary School Principals, 1971. Available from National Association of Secondary School Principals, 1201 Sixteenth St., N.W., Washington, D.C. 20036, 76P.

This study presents student responses to three key questions posed by the author in the area of student-school relationships. The format is open with no prearranged categories into which responses are channeled. Aimed at principals and teachers, this small volume should be an aid in the improvement of instruction.

(1870) Sandstrom, C. I. THE PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE. Baltimore: Penguin Books, 1970.

Presented is a description of individual mental and physical development from conception to puberty.

(1871) Sarason, Seymour B. THE CULTURE OF THE SCHOOL AND THE PROBLEM OF CHANGE. Boston: Allyn and Bacon, 1970, 246P.

This book focuses on the culture of the school in relation to the problem of change, and points out why innovation often fails in our schools.

(1872) Saterstrom, Mary H., and Steph, Joe A. EDUCATORS' GUIDE TO FREE GUIDANCE MATERIALS. Randolph, Wis.: Educators Progress Service, 1970, 254P.

The guide, indexed by title, subject, and source is a classified, annotated list of 571 films; 64 filmstrips and slides; 59 tapes, scripts, and transcriptions; and 288 other printed materials of interest to guidance personnel.

(1873) Schwartz, William, and Zalba, Serapio R. (Eds.) THE PRACTICE OF GROUP WORK. New York: Columbia University Press, 1971, 284P.

Group work is practiced by social workers in a broad range of settings. Social workers report here on groups in the contexts of public welfare, the schools, the hospital, residential child care, foster care, the prison, an antipoverty program, the slum hotel, and other settings.

(1874) Semmens, J., and Krantz, K. (Eds.) THE ADOLESCENT EXPERIENCE, A COUNSELING GUIDE TO SOCIAL AND SEXUAL BEHAVIOR. New York: Brunner/Mazel, 1970.

This is a practical guideline and a conceptual framework of social and sexual behavior for those concerned with the barriers that often obstruct joint problem-solving by adolescents and adults. Parts I and II give comprehensive information of the sexual and social development of youth. Part III is concerned with problems stemming from the individual's search for sexual identity. Part IV deals with sociomedical aspects of adolescent behavior and Part V covers premarital and marital counseling.

(1875) Shepard, Martin, and Lee, Marjorie. MARATHON 16. New York: Putnam, 1970, 253P.

The authors describe an actual marathon group therapy encounter session as it was experienced by 10 participants within an unbroken time span of 16 hours. Extensive transcription segments of the marathon are presented.

(1876) Silberman, Charles E. CRISIS IN THE CLASSROOM. New York: Random House, 1970.

This book offers a reaction against McLuhanism (the "media" cult) and monomania of means of educational method for their own sake, along with the simplistic Stimulus-Response psychology upon which they have been based for too long. Silberman's anti-behaviorism considers our role construction of the teacher as disciplinarian and those notions of external discipline that most of our educational institutions accept as proper imperatives of scholarly decorum.

(1877) Sinick, Daniel. OCCUPATIONAL INFORMATION AND GUIDANCE. Boston, Mass.: Houghton Miffin, 1970, 81P.

This work offers a discussion of definitions, distinctions, framework, and focus; dimensions of occupations; preparation for occupations; information about jobs; preparation for jobs; and placement and post-placement. Many references to useful sources of occupational information are made.

(1878) Smolensky, Jack; and Others. SCHOOL HEALTH PROBLEMS. Belmont, Calif.: Fearon Publishers, 1970, 40P.

This is a reference guide designed to help teachers and other school personnel observe and understand major prevalent health problems and significant deviations from the normal in the elementary school and junior high school child.

(1879) Splaver, Sarah. YOU AND TODAY'S TROUBLED WORLD: A PSYCHOLOGIST TALKS TO URBAN YOUTH. New York: Simon and Schuster, 1970, 191P.

The discussions center around a dialogue among eight youngsters, stressing many problems of today's urban youth. Topics are of interest to secondary students and include racial bigotry, the Establishment, familial relationships with coping mechanisms, drug and drinking problems, educational planning.

(1880) Standley, Nancy V.; Saltzman, Glenn A.; and Peters, Herman J. PUPIL PERSONNEL SERVICES: SELECTED READINGS. Itasca, Ill.: F. E. Peacock Publishers, 1970.

This book is intended to give the reader an overview of the pupil personnel services area. The book's basic theme centers around the "services" concept in pupil personnel work.

(1881) Stanford, Gene (Ed.) GENERATION RAP. New York: Dell Publishing Co., 1971.

From both sides of the generation gap a lot of familiar spokesmen state their positions in this book. Speaking for the young are high school students, Jerry Rubin, Eldridge Cleaver, and Kurt Vonegut, Jr. Part II, "Their Elders Respond," includes statements of alarmed educators, a defense of campus rebels by I. F. Stone, and an excerpt from a Spiro Agnew speech. In Part III some mediators try to bridge the communications gap in their essays.

(1882) Stevens, Anita, and Freeman, Lucy. I HATE MY PARENTS, THE REAL AND UNREAL REASONS WHY YOUTH IS ANGRY. New York: Cowles Book Co., 1970, 183P.

Reasons for youth's anger are proposed and suggestions given as to what parents can do to help their child or adolescent.

(1883) Super, Donald E., and Bohn, Martin J., Jr. OCCUPATIONAL PSYCHOLOGY. Belmont, Calif.: Wadsworth Publishing Co., 1970, 209P.

This is one of a series of books on behavioral science in industry. Topics included are how people differ; assessment and measurement; occupational ability, aptitude, and personality patterns; how careers unfold; personnel selection and development; and vocational counseling and guidance.

(1884) Super, Donald E.; and Others. COMPUTER-ASSISTED COUNSELING. New York: Teachers College Press, Columbia University, 1970.

This book brings both new articles and updated versions of key papers by leaders in the field to round out, if not complete, the story of computer-assisted counseling. Educators interested in innovations, from conception to adoption and evaluation, will find the book interesting and important. Counselors will find it essential as a source of understanding a new tool which is valuable not only as an instrument, but as a source of insights into guidance and counseling.

(1885) Sutton-Smith, Brian. THE SIBLING. New York: Holt, Rinehart and Winston, 1970, 224P.

Although acknowledgment is made of the materials of Adler, Bossard, Toman, and Harris, the major focus of the test concerns the more systematic studies of the past twenty years, including the authors' studies of sibling sex roles and power relationships.

(1886) Taylor, Donald L. (Ed.) HUMAN SEXUAL DEVELOPMENT, PERSPECTIVES IN SEX EDUCATION. Philadelphia: F. A. Davis Co., 1970, 407P.

This collection of articles for family life educators concerns the sex, sexuality, and psychosexual development of the child, and includes theory and research as related to education. Chapter authors include Piaget, Kinsey, and Lawrence Frank.

(1887) Thompson, Sheila, and Kahn, J. H. THE GROUP PROCESS AS A HELPING TECHNIQUE. New York: Pergamon Publishing Co., 1970, 158P.

A concise overview of working with groups is presented in this volume.

(1888) Trow, William Clark. PATHS TO EDUCATIONAL REFORM. Englewood Cliffs, N.J.: Educational Technology Publications, 1971.

Trow's two main themes center, first, upon shattering our conventional classroom methodologies and, second, upon the systematic pursuit of behavioral (and other) objectives, according to firm criteria employed, whenever possible, for individual pupils on an "absolute" or individualized basis. He is aware that schools consist of kids and grown-ups, not just pupils and educators, and that people learn a good deal of what is most important to them by precept rather than by impositions of methods and techniques upon their lives.

(1889) Twente, E. E. NEVER TOO OLD. New York: Brunner/ Mazel, 1970.

Based on demonstration and research projects in small communities, this volume presents techniques for helping aging men and women to greater self-realization and more rewarding relationships. Covers families, interest groups, service agencies, and intervention.

(1890) Weinstein, Gerald, and Fantini, Mario (Eds.) TOWARD HUMANISTIC EDUCATION: A CURRICULUM OF AFFECT. New York: Praeger Publishers, 1970, 228P.

Weinstein and Fantini's book is a rough ground plan for major new curricular developments in Humanistic Education. The editors attempted to develop curricula that expanded children's repertoire for dealing with their concerns about identity, connectedness and power. In its attempts to provide help to teachers in reaching children the book has a refreshing imbalance in favor of being practical.

(1891) Wenar, Charles. PERSONALITY DEVELOPMENT FROM INFANCY TO ADULTHOOD. Boston: Houghton Mifflin, 1970, 454P.

Discussed is an eclectic, up-to-date approach to understanding the development of personality variables which determine normal and deviant personality. This book presents in a topically organized discussion a description of development normal and deviant personality. This book presents in a and a theoretical accounting for the descriptive data.

(1892) Wiener, R. S. P. DRUGS AND SCHOOLCHILDREN. New York: Humanities Press, 1970, 238P.

This sociolgical investigation provides a detailed assessment of "the drug-taking by schoolchildren" situation in Britain and devises a policy for dealing with it. The effectiveness of several different educational media, including films, is considered and a compromise policy for the solution of the problem is suggested.

(1893) Wise, Francis H. YOUTH AND DRUGS, PREVENTION, DETECTION AND CURE. New York: Association Press, 1971, 191P.

Dr. Wise covers the gamut from marijuana to heroin--how drugs are obtained, how the experimenter becomes the heavy user and finally, the addicted. He tells the parent what to do after the law arrives, how to detect the use of drugs, and of the need to be on the lookout for their use. In most cases, therapy is advocated to end the drug problem and improve the youngster's personality and adjustment to parents.

(1894) Yabroff, Bernard, and Matland, Marc A. NEW CAREERS FOR THE SUBPROFESSIONAL. National Center for Educational Research and Development, U.S. Department of Health, Education, and Welfare, 1970. Available from Superintendent of Documents, Catalog No. HE 2.511:11028, U.S. Government Printing Office, Washington, D.C. 20402. ($0.30).

This publication summarizes and sharpens the issues identified in the comprehensive and technical conference report "The Subprofessional: From Concepts to Careers." It is designed to provide an introduction to the basic issues in the development and utilization of subprofessionals, particularly in new careers programs; an overview of the problems that can impede the best use of subprofessionals; and a summary of recommendations that could, if adopted, result in improvements. It should be particularly relevant for vocational educators.

(1895) THE CASE HISTORY METHOD IN THE STUDY OF FAMILY PROCESS. New York: Group for the Advancement of Psychiatry, 1970, 156P.

The book gives a systematic approach to modifying the traditional psychiatric case history for use in family diagnosis, treatment, and research. The method of assembling a family case history includes four groups of determinants of family functioning: cultural, interpersonal, psychological, and biological.

(1896) COLLEGE BOUND. White Plains, N.Y.: Urban League of Westchester County, 1970.

College Bound is a directory of programs and financial assistance for black and other minority group students. The information was obtained directly from 176 colleges and describes special programs, financial assistance, and admission policies relating to the disadvantaged.

(1897) MANPOWER REPORT OF THE PRESIDENT. Washington, D.C.: Government Printing Office, 1970, 329P.

This report includes new developments in manpower programs, a guide to federally-assisted programs, and a description of current job matching and labor market information programs, including computer-assisted job banks.

(1898) VOCATIONAL GUIDANCE MODELS: A REVIEW. Albany, N.Y.: Publications Distributions, State Education Department, 1970, 49P.

This review gives descriptions and some results of six funded projects in public schools. The projects included county occupational surveys, plant tours, a course called "Introduction to Careers," a computer-based counseling system, and materials resource centers.

SUBJECT INDEX

The following section of Access is the Subject Index. This index lists major subject headings followed by the Access entry numbers of all materials relevant to the subject heading. Once the entry numbers have been identified, complete information about the report, including an annotation, can be found by turning to the Main Entry Section.

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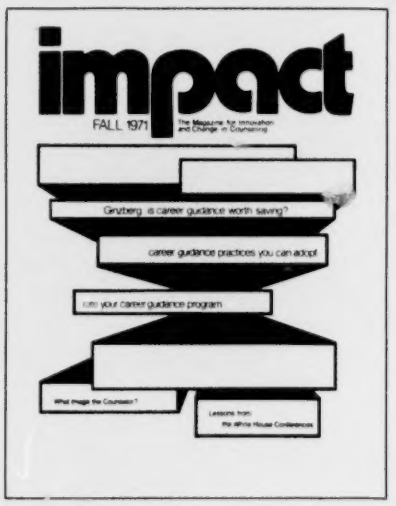
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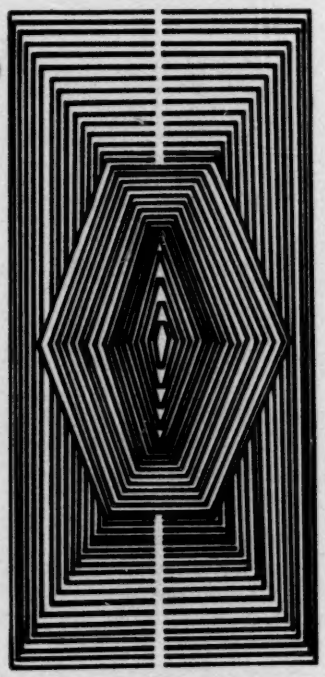

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